

**Scholastic's Read 180, Stage A correlated to the  
Mississippi Performance Level Descriptors for the Language Arts Framework Revised  
Grade 5**

<b>Mississippi Performance Level Descriptors for the Language Arts Framework Revised</b>	<b>Scholastic's Read 180, Stage A Matches</b>
<b>Students performing at the advanced level:</b>	
<p><b>In vocabulary:</b> Justify the use of synonyms and antonyms for their appropriateness in selected text. Compare the use of figurative language in multiple texts to justify inferred meaning of text. Justify the use of context clues to infer meaning.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:  <b>rBook Teaching Guide:</b> 16, 19, 44, 45, 93, 96, 116, 200, 241, 243  <b>RDI Book 1-Reading Skills and Strategies:</b> 238, 246, 247, 248, 249, 254, 255  <b>RDI Book 2-Writing and Grammar Strategies:</b> 63  <b>RDI Book 3-Strategies for English Language Learners:</b> 28  <b>Audiobook Teaching Resources:</b> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69)  <b>rSkills Test Book:</b> Tests 1, 2, 3, &amp; 5</p>
<p><b>In reading comprehension:</b> Justify an inferred outcome, synthesis, or conclusion based on text-based evidence.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:  <b>rBook Teaching Guide:</b> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246  <b>RDI Book 1-Reading Skills and Strategies:</b> 302, 303, 405  <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>2.1:</b> 83-85, 187-188, 251, <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251, <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251  <b>Audiobook Teaching Resources:</b> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-</p>

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	68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109) <b><u>rSkills Test Book:</u></b> Test 5
<b>In writing:</b> Based on audience and purpose, justify an appropriate composing process to produce or evaluate descriptive, narrative, informational, or persuasive text of increasing complexity and length. Justify text composed in a variety of modes based on inquiry and research.	<b><u>rBook Teaching Guide:</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68, 69-72, 74-77, 79-82, 84-87, 89-93
<b>In grammar:</b> Apply knowledge of standard English grammar purposefully using past perfect verb tense and subordinating conjunctions to achieve a purpose. Apply knowledge of standard English mechanics and sentence structure purposefully including compound sentences using compound subjects and/or compound predicates to produce texts with sophisticated grade-level syntax.	The Following Selected Matches Provide Opportunities to Meet this Objective: <b><u>rBook Teaching Guide:</u></b> T64, 159, 180, 207, 234, 249, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 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  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.
<b>Students performing at the proficient level:</b>	
<b>In vocabulary:</b> Apply knowledge of roots and affixes (inter-, super-, semi-, -ian, -ist, -ous, -eous, ious) in multi-syllabic words to determine meaning. Apply expansive knowledge of words and word meanings to communicate. Use context clues (examples) to infer meanings. Apply knowledge of figurative language (idiom) to determine the meaning of text. Select appropriate reference materials to gain information for unfamiliar words used in text. Communicate using vocabulary that is appropriate for the context, purpose, and situation (formal and informal language).	Selected Examples Include: <b><u>rBook Teaching Guide:</u></b> 9, 13, 16, 19, 20, 22-25, 33, 44, 45, 56D, 57, 68, 85, 93, 165, 170, 176, 189, 192, 196-199, 200, 201, 202-205, 213, 14, 223, 229, 240, 241, 242, 243, 244, 248, 249-250 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 238, 244, 246, 247, 248, 249, 252, 254, 255, 256, 258, 266, 268, 272, 274, 332, 333, 334 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 28, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 60, 1, 62, 63, 64, 67, 68, 69 <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 3,

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	<p>1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 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><b><u>Audiobook Teaching Resources:</u></b> 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><b><u>rSkills Test Book:</u></b> Test 1, 2, 3, 4, &amp; 5</p>
<p><b>In reading comprehension:</b> Apply knowledge of text features (subheadings, numberings), text structures (order of importance, problem/solution) and genres (biographies and autobiographies) to interpret text. Analyze text to infer or synthesize information or to draw conclusions. Generate a summary or paraphrase of events or ideas in text of increasing length and difficulty, citing text-based evidence. Interpret increasingly complex literary text, literary non-fiction, and informational text to compare and contrast information. Interpret facts, opinions, and tools of persuasion (association, stereotypes, bandwagon) in text.</p>	<p>Selected Examples Include:</p> <p><b><u>rBook Teaching Guide:</u></b> 15, 17, 18, 34, 36, 38, 40, 42, 56E, 56G, 58, 61, 62, 63, 64, 65, 71, 84C, 86-95, 106, 110, 114, 117, 132, 132E, 132F, 132G, 139, 140, 141, 145, 146, 147, 149, 158C, 160-169, 174, 187, 190, 191, 212C, 214-227, 238, 240, 245, 246, 247</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 294, 295, 296, 297, 302, 303, 304, 305, 319, 398, 399, 400, 404, 405, 413</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 23</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251; <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobook Teaching Resources:</u></b> Beautiful Warrior</p>

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<b>Mississippi Performance Level Descriptors for the Language Arts Framework Revised</b>	<b>Scholastic's Read 180, Stage A Matches</b>
	<p>– 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, 49-50, 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><b><u>Paperbacks Teaching Resources:</u></b> 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); The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><b><u>Test Taking Strategies:</u></b> 16-17, 34-35</p> <p><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
<p><b>In writing:</b> Use an appropriate composing process to produce descriptive text with specific details and vivid language; narrative text using specific details relating an event with a clear beginning, middle, and end; informational text, clearly expressing the main idea with supporting details including but not limited to text containing order of importance or problem/solution; simple persuasive text, clearly expressing a main idea with supporting details for a specific purpose and audience; text in a variety of modes based on inquiry and research.</p>	<p><b><u>rBook Teaching Guide:</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68, 69-72, 74-77, 79-82, 84-87, 89-93, 94-97, 104-107, 109-113</p>

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<p><b>In grammar:</b> Apply standard English grammar (concrete, abstract, and compound nouns; hyphenated word used as nouns; predicate nominatives; past perfect tense; subordinating conjunctions; predicate adjectives; interrogative pronouns) and standard English mechanics (commas with interrupters; semicolons with compound sentences; quotation marks with titles of chapters and of magazine articles; colons with business letters) to compose or edit. Apply knowledge of sentence structure (compound sentences with compound subjects and/or compound predicates) to compose or edit. Spell words commonly found in fifth-grade-level text.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:  <b>rBook Teaching Guide:</b> T64, 159, 180, 207, 234, 235, 248, 249, 250  <b>RDI Book 2-Writing and Grammar Strategies:</b> 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, 202, 203, 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><b>Students performing at the basic level:</b>  <b>In vocabulary:</b> Identify roots and affixes in multi-syllabic words. Identify and produce appropriate synonyms, antonyms, and homonyms. Identify simple figurative language in text.</p>	<p><b>rBook Teaching Guide:</b> 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  <b>RDI Book 1-Reading Skills and Strategies:</b> 238, 244, 246, 247, 248, 249, 252, 254, 255, 256, 258, 266, 268, 272, 274, 332, 333, 334  <b>RDI Book 2-Writing and Grammar Strategies:</b> 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93  <b>RDI Book 3-Strategies for English Language Learners:</b> 21, 23, 28, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 60, 1, 62, 63, 64, 67, 68, 69  <b>Topic Software Teaching Resources:</b> 1.1 Level 3, 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 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  <b>Audiobook Teaching Resources:</b> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69)  <b>rSkills Test Book:</b> Test 1, 2, 3, 4, &amp; 5</p>
<p><b>In reading comprehension:</b> Recognize,</p>	<p>Selected Examples Include:</p>

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<p>identify, and use text features, parts of a book, text structures, and genres to understand text. Recognize and identify appropriate summary or paraphrase of events or ideas in text of increasing length and difficulty. Identify and compare story elements, literary devices, sound devices, and author's purpose in text of increasing length and difficulty. Recognize and identify facts, opinions, and tools of persuasion in text of increasing length and difficulty.</p>	<p><b><u>rBook Teaching Guide:</u></b> 8C, 10-19, 22-25, 32C, 34-43, 52, 56D, 56E, 56G, 58, 60, 64, 68, 81, 98-101, 104, 132E, 132G, 140, 146, 147, 202-205, 214, 223, 239, 244, 245, 247, 248-250</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 272, 274, 322, 332, 333, 334, 318, 395, 396, 397</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 53, 54-57, 59-62, 63-72, 74-77, 79-82, 84-87, 89-93</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 23, 59, 60, 67</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251; <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91, 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobook Teaching Resources:</u></b> 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 (Resources – 48, 49-50, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 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,</p>

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	109) <b><u>Test Taking Strategies:</u></b> 36-37 <b><u>rSkills Test Book:</u></b> Tests 1, 2, & 3
<b>In writing:</b> Use an appropriate composing process to produce grade-level descriptive text, using specific details; narrative text, relating an event with a clear beginning, middle, and end; informational text, clearly expressing a main idea with supporting details.	<b><u>rBook Teaching Guide:</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68, 69-72, 74-77, 79-82, 84-87, 89-93, 94-97, 104-107, 109-113
<b>In grammar:</b> Recognize standard English grammar (concrete, abstract, and compound nouns; past perfect tense; subordinating conjunctions; predicate adjectives; interrogative pronouns) and standard English mechanics (commas with interrupters; semicolons with compound sentences; quotation marks with titles of chapters and of magazine articles; colons with business letters). Recognize sentence structure incorporating compound sentences with compound subjects and/or compound predicates.	The Following Selected Matches Provide Opportunities to Meet this Objective: <b><u>rBook Teaching Guide:</u></b> T64, 159, 180, 207, 234, 235, 248, 249, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 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, 202, 203, 204, 205  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.
<b>Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.</b>	