

**Scholastic's Read 180, Stage B correlated to the
Mississippi Performance Level Descriptors for the Language Arts Framework Revised
Grade 8**

Mississippi Performance Level Descriptors for the Language Arts Framework Revised	Scholastic's Read 180, Stage B Matches
Students performing at the advanced level:	
<p>In vocabulary: Justify word choice based on knowledge of synonyms and antonyms in a variety of texts of increasing length, difficulty, and complexity. Justify inferences based on context clues to determine the meaning of unfamiliar phrases in texts of increasing length, difficulty, and complexity. Justify inference of author's intent based on knowledge of figurative language in texts of increasing length, difficulty, and complexity.</p>	<p><u>rBook Teaching Guide:</u> 20-25, 46-49, 96-101, 116, 119, 122, 136, 140, 141, 145, 146, 148-151, 164, 170, 171, 172-175, 186, 192, 194, 196-199, 210, 216, 218, 221, 222, 224-227, 234-238, 242, 243-244</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 238, 240, 244, 252, 254, 264, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-15, 17, 19-20, 22, 24-25, 27, 29-30, 32, 34-35, 37, 39-40, 43-45, 47, 49-50, 52, 54-55, 57, 59-60, 62, 64-65, 68-70, 72, 74-75, 77, 79-80, 82, 84-85, 87, 89-90, 93-113</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 60, 67</p> <p><u>rSkills Test Book:</u> Tests 1, 2, 3, 4, & 5</p> <p><u>Test-Taking Strategies Book:</u> Practice Test – 103 & 106, Writing Prompt – 111</p>
<p>In reading comprehension: Justify synthesis or critique of text and prediction of outcomes for texts of increasing length, difficulty, and complexity. Justify evaluation of text using sarcasm, glittering generalities, and false syllogisms citing text-based evidence in texts of increasing length, difficulty, and complexity.</p>	<p><u>rBook Teaching Guide:</u> 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>In writing: Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length. Evaluate notes based on inquiry and research and justify findings synthesized from those notes.</p>	<p>Selected Examples Include:</p> <p><u>rBook Teaching Guide:</u> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 103, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172- 175, 177, 197, 198, 199, 201, 224-227, 243, 244</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68, 94-113, 214-221</p> <p><u>Test-Taking Strategies Book:</u> Practice Test – 106</p> <p><u>Test-Taking Strategies:</u> Identify Persuasive Prompts – 60-61; Writing Prompts – 113</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,</p>

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	etc.), poetry and research.
In grammar: Apply knowledge of standard English grammar purposefully using infinitives, gerunds, and participles (or phrases) to achieve a purpose. Apply knowledge of standard English mechanics and sentence structure purposefully including sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to produce texts with sophisticated grade-level syntax.	The Following Selected Matches Provide Opportunities to Meet this Objective: rBook Teaching Guide: 228, 246 RDI Book 2-Writing and Grammar Strategies: 73, 192-195, 208, 209, 210, 211 rSkills Test Book: Test 5 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.
Students performing at the proficient level:	
In vocabulary: Apply knowledge of roots and affixes (after-, auto-, con-, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. Apply expansive knowledge of words and word meanings to communicate. Apply knowledge of grade-level appropriate synonyms, antonyms, and homonyms to evaluate word choice in a variety of texts. Use context clues to determine meanings of unfamiliar words or phrases in unfamiliar grade level text. Apply knowledge of figurative language to evaluate author's intent. Apply knowledge of reference materials to evaluate word choice and to infer meaning in a variety of texts. Analyze vocabulary usage based on appropriateness for context and purpose.	Selected Examples Include: rBook Teaching Guide: 20-25, 31, 45-49, 55, 83, 96-101, 107, 122, 131, 136, 141, 145, 146, 148-151, 157, 167, 172-175, 181, 196-199, 205, 216, 221, 222, 224-227, 233, 234, 236, 237, 238, 242, 243-244 RDI Book 1-Reading Skills and Strategies: 240, 246, 248, 256, 258, 266, 268, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 RDI Book 3-Strategies for English-Language Learners: 21, 22, 23, 35, 40, 44, 60, 62, 67 Topic Software Teaching Resources: 1.1 Level 3, 1.2 Level 3, 1.3 Levels 2&3, 1.3 Level 4, 1.4 Levels 2&3, 1.4 Level 4, 1.4 Level 4, 2.1 Level 3, 2.2 Level 3, 2.2 Level 4, 2.3 Level 4, 2.4 Levels 3&4, 3.1 Levels 2-4, 3.2 Level 3, 3.2 Level 4, 3.3 Level 2, 3.4 Level 3, 3.4 Level 4, 4.1 Level 4, 4.2 Levels 3&4, 4.3 Level 3, 4.3 Level 4, 4.4 Levels 3&4, 5.1 Level 4, 5.2 Level 3, 5.3 Level 2, 5.3 Level 4, 5.4 Levels 2&3, 5.4 Level 4, 6.1 Level 2, 6.1 Level 3, 6.1 Level 4, 6.2 Level 3, 6.2 Level 4, 6.3 Level 3, 6.3 Level 4, 6.4 Level 3, 6.4 Level 4, 7.1 Levels 3&4, 7.2 Level 4, 7.3 Level 3, 7.4 Level 3, 8.1 Level 3, 8.3 Level 3, 8.4 Level 3, 8.4 Level 4, 9.1 Level 3, 9.1 Level 4, 9.3 Level 3, 9.3 Level 4, 9.4 Level 3, 9.4 Level 4 rSkills Test Book: Tests 1, 2, 3, 4 & 5 Test-Taking Strategies Book: Practice Test – 103 & 106, Writing Prompt – 111
In reading comprehension: Apply knowledge of text features, parts of a book, text structures, and genres to analyze,	Selected Examples Include: rBook Teaching Guide: 16, 22-25, 34, 36, 46-49, 62, 66, 68, 86, 90, 94, 98-101, 134, 169, 184, 190,

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<p>compare, synthesize, or evaluate text. Citing text-based evidence, analyze text to infer and synthesize information from related texts; draw valid conclusions; predict, confirm, and revise outcomes; justify evaluation of texts; revise a summary or paraphrase of events or ideas; interpret, compare, contrast, critique, or evaluate story elements, literary devices (sarcasm), sound devices, and author's purpose in increasingly complex literary text, literary non-fiction, and informational text. Evaluate author's use of facts, opinions, and tools of persuasion (glittering generalities and false syllogisms) to determine author's purpose and consider the effect on the intended audience in texts of increasing length, complexity, and difficulty.</p>	<p>191, 192, 206C, 209, 213, 208-219, 224-227, 240, 243-244 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 304, 305, 401, 402 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-15, 17, 19-20, 22, 24-25, 27, 29-30, 32, 34-35, 37, 39-40, 43-45, 47, 49-50, 52, 54-55, 57, 59-60, 62, 64-65, 68-70, 72, 74-75, 77, 79-80, 82, 84-85, 87, 89-90, 93-113 <u>RDI Book 3-Strategies for English-Language Learners:</u> 60, 67 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 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, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 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; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Daniel's Story – 5, 50, 73 (Resources –27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69); Holes – 58, 70, 170, 216 (Resources – 36-38, 63-69), Oh Yuck! – 15, 17, 29, 37 (Resources – 45-47, 63-69), The Outsiders – 44, 56, 133, 137 (Resources – 48-50, 63-69), The Stowaway – 3, 21, 100 (Resources – 60-62, 63-69)</p>

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	<p><u>Paperbacks Teaching Resources:</u> All in a Day's Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117); Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109) <u>rSkills Test Book:</u> Tests 4 & 5 <u>Test-Taking Strategies Book:</u> Practice Test – 103 & 106, Writing Prompt – 111</p>
<p>In writing: Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive) and to produce narrative text utilizing adequate transitions and specific supporting details; informational text (business letters) utilizing topic sentences, adequate organization, transitions, and vivid word choices; persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions, vivid word choices, and specific supporting details; and texts of a variety of modes based on inquiry and research (taking notes on important information from sources, synthesizing and evaluating important findings, selecting sources to support central ideas, concepts, and themes) to express, communicate, evaluate, or exchange ideas effectively.</p>	<p><u>rBook Teaching Guide:</u> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 101-104, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172-175, 177, 197, 198, 199, 201, 218-223, 224-227, 243, 244, 315, 410 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68, 94-113, 104-107, 119-122, 214-221</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: Use standard English grammar (infinitives/phrases as nouns, adjectives, and adverbs; gerunds/phrases as nouns; and participles/phrases as adjectives) to compose or edit. Use parallel structure to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis to compose or edit. Spell words commonly found in eighth-grade-level texts.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 51, 81B, 83B, 102, 103, 126, 152, 228, 245, 246, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 154, 155, 162, 163, 166-179, 192-195, 208, 209, 210, 211 <u>rSkills Test Book:</u> Tests 1, 2 & 5</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>	
<p>In vocabulary: In text of increasing length, complexity and difficulty, identify roots and affixes in multi-syllabic words; identify and</p>	<p>Selected Examples Include: <u>rBook Teaching Guide:</u> 20-25, 31, 45-49, 55, 83, 96-101, 107, 122, 131, 136, 141, 145, 146, 148-151,</p>

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<p>produce grade-level appropriate synonyms, antonyms, and homonyms; and identify figurative language to determine meaning.</p>	<p>157, 167, 172-175, 181, 196-199, 205, 216, 221, 222, 224-227, 233, 234, 236, 237, 238, 242, 243-244 <u>RDI Book 1-Reading Skills and Strategies:</u> 240, 246, 248, 256, 258, 266, 268, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 <u>RDI Book 3-Strategies for English-Language Learners:</u> 21, 22, 23, 35, 40, 44, 60, 62, 67 <u>Topic Software Teaching Resources:</u> 1.1 Level 3, 1.2 Level 3, 1.3 Levels 2&3, 1.3 Level 4, 1.4 Levels 2&3, 1.4 Level 4, 1.4 Level 4, 2.1 Level 3, 2.2 Level 3, 2.2 Level 4, 2.3 Level 4, 2.4 Levels 3&4, 3.1 Levels 2-4, 3.2 Level 3, 3.2 Level 4, 3.3 Level 2, 3.4 Level 3, 3.4 Level 4, 4.1 Level 4, 4.2 Levels 3&4, 4.3 Level 3, 4.3 Level 4, 4.4 Levels 3&4, 5.1 Level 4, 5.2 Level 3, 5.3 Level 2, 5.3 Level 4, 5.4 Levels 2&3, 5.4 Level 4, 6.1 Level 2, 6.1 Level 3, 6.1 Level 4, 6.2 Level 3, 6.2 Level 4, 6.3 Level 3, 6.3 Level 4, 6.4 Level 3, 6.4 Level 4, 7.1 Levels 3&4, 7.2 Level 4, 7.3 Level 3, 7.4 Level 3, 8.1 Level 3, 8.3 Level 3, 8.4 Level 3, 8.4 Level 4, 9.1 Level 3, 9.1 Level 4, 9.3 Level 3, 9.3 Level 4, 9.4 Level 3, 9.4 Level 4 <u>rSkills Test Book:</u> Tests 1, 2, 3, 4 & 5 <u>Test-Taking Strategies Book:</u> Practice Test – 103 & 106, Writing Prompt – 111</p>
<p>In reading comprehension: Recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty. Recognize and identify an appropriate summary or paraphrase of events or ideas in text of increasing length, complexity, and difficulty. Recognize and use appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze author's purpose in texts of increasing length, complexity, and difficulty. Recognize and identify the use of fact, opinion, and persuasion tools in to determine author's purpose in texts of increasing length, complexity, and difficulty.</p>	<p>Selected Examples Include: <u>rBook Teaching Guide:</u> 16, 18, 34, 36, 62, 66, 68, 81, 86, 87, 90, 94, 118, 128, 134, 169, 184, 187, 188, 190, 191, 192, 206C, 209, 213, 208-219, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 302, 303, 304, 305, 321, 395, 401, 402, 413 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 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, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 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,</p>

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	<p>287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel's Story – 5, 50, 73 (Resources –27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69); Holes – 58, 70, 170, 216 (Resources – 36-38, 63-69), Oh Yuck! – 15, 17, 29, 37 (Resources – 45-47, 63-69), The Outsiders – 44, 56, 133, 137 (Resources – 48-50, 63-69), The Stowaway – 3, 21, 100 (Resources – 60-62, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> All in a Day's Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117); Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109); King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131)</p> <p><u>rSkills Test Book:</u> Tests 2- 5</p> <p><u>Test-Taking Strategies:</u> 39-41</p>
<p>In writing: Use an appropriate composing process to produce narrative text utilizing transitions and supporting details, informative text utilizing topic sentences and organization, persuasive texts utilizing supporting details, and texts presenting findings based on inquiry and research.</p>	<p><u>rBook Teaching Guide:</u> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 103, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172-175, 177, 197, 198, 199, 201, 224-227, 243, 244, 315, 410</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113, 104-107, 119-122, 214-221</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</p>

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	include functional (letters, announcements, résumés, etc.), poetry and research.
<p>In grammar: Recognize the use of standard English grammar (infinitives, gerunds, and participles and their phrases). Recognize the use of parallel structure in sentences containing items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: rBook Teaching Guide: 81B, 83B, 102, 103, 126, 152, 228, 245, 246, 247 RDI Book 2-Writing and Grammar Strategies: 73, 166-179, 192-195, 208, 209, 210, 211 rSkills Test Book: Tests 2 & 5</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>	