

**Scholastic's Read 180, Stage C for High School  
correlated to the  
Pennsylvania Academic Standards for  
Reading, Writing, Speaking and Listening  
Grade 11**

Pennsylvania Academic Standards	Read 180, Stage C Matches
<b>1.1. Learning to Read Independently</b>	
1.1.11. <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher's Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher's Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b> <b>Teacher's Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher's Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher's Resource Book:</b> 344-349</p>
C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.	<p>Roots <b>Student Materials</b> <b>Software:</b> 1.4, L4; 2.1, L4; 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 4.1, L4; 4.4, L4; 5.1, L4; 5.2, L4; 7.1, L4; 8.1, L4; 9.2, L4; 9.3, L4</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book:</b> 13, 22, 40, 73, 103, 182, 207</p>
D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <b>Teacher Materials</b></p>

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	<p><b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p>	<p>Identify Vocabulary</p> <p><b>Student Materials</b> <b>Software:</b> Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><b>Audiobooks:</b> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book:</b> 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 143, 145, 148, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247</p> <p><b>Teacher’s Guide:</b> 50, 56, 62, 68, 74, 80, 86, 92, 98, 108, 110</p> <p>Understand Vocabulary</p> <p><b>Student Materials</b> <b>Software:</b> Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility</p>

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	<p>words. 1.1, L1-4; 1.2, L1-4; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.2, L1-4; 3.3, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 6.1, L1-4; 6.2, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 7.4, L1-4; 8.1, L1-4; 8.2, L1-4; 8.3, L1-4; 8.4, L1-4</p> <p><b>Audiobooks:</b> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>The Following Match Supports this Objective:</p> <p>Content Area Vocabulary <b><u>Student Materials</u></b> <b>Software:</b> Because of the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary.</p>
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Assess the validity of the document based on context.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> <li>• Evaluate the author’s strategies.</li> <li>• Critique public documents to identify strategies common in public discourse.</li> </ul>	<p>The Following Selected Matches Support this Objective:</p> <p>Discuss Reading Materials and Ideas <b><u>Teacher Materials</u></b> <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Reader Response <b><u>Student Materials</u></b> <b>Audiobooks (Reading Coach Model):</b> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b><u>Teacher Materials</u></b> <b>Teacher’s Guide:</b> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension (Standard 1.1.11.G.).</li> </ul> <p>(Recommend: 25 books/year)</p>	<p><b>Teacher's Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Selected Examples Include:</p> <p>Oral Reading <b><u>Student Materials</u></b> <b>Software:</b> After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Resource Book:</b> Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p> <p>Read Connected Text with Fluency <b><u>Student Materials</u></b> <b>Software:</b> The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p><b>Audiobooks:</b> As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Resource Book:</b> Reproducible copies of Topic CD passages provide additional opportunities for reading connected text with fluency.</p> <p><b>Reading Strategies Book:</b> 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122, 125, 128, 131, 134, 137, 140, 143, 146, 149, 152, 156, 160, 164, 168, 172, 176, 180, 184, 188, 192, 196, 200, 204, 208, 212, 216, 220, 224, 228, 232, 236, 240, 244, 248, 254</p> <p>Nonfiction</p>

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	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks</b> <i>Within Reach</i></p> <p><b>Paperbacks:</b> <i>Black Diamond: The Story of the Negro Baseball Leagues</i> <i>Body Book, The: An Owner's Guide to Fueling, Fixing, and Running the Most Important Machine You Own</i> <i>Coming to America: Voices of Teenage Immigrants</i> <i>Darkness Over Denmark: The Danish Resistance and the Rescue of the Jews</i> <i>Escape From the Ice: Shackleton and the Endurance</i> <i>Greatest, The: Muhammad Ali</i> <i>Gym Rats: True Stories About Punching, Pedaling, and Powerlifting</i> <i>Hot Tracks: Careers in the Music Business</i> <i>NASCAR: Behind the Wheel and Behind the Scenes</i> <i>Out of War: True Stories from the Front Lines</i> <i>Raising the Roof: WNBA Action on the Court and Behind the Scenes</i> <i>Rat Attacks</i> <i>Ripley's Believe It or Not!</i> <i>Super Jobs in Comic Books</i> <i>Survivors: True Stories About Real Kids</i> <i>World at Her Fingertips, The Story of Helen Keller</i> <i>Worst-Case Scenario Survival Handbook, The</i> <i>Yo, Yolanda!: Advice from an Expert</i></p> <p><b><u>Teacher Materials</u></b></p> <p><b>Reading Strategies Book:</b> 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 59, 62, 71, 77, 80, 83, 86, 89, 95, 98, 107, 125, 134, 143, 149, 152-153, 160-161, 164-165, 172-173, 176-177, 180-181, 208-209, 212-213, 220-221, 224-225, 236-237, 244-245, 250-251</p> <p>Fiction</p> <p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b> <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i></p>

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	<p><b>Paperbacks:</b>  <i>The Perfect Match</i>  <i>Dangerous Game</i>  <i>The Skin I'm In</i>  <i>Stargirl</i>  <i>Sunny: Diary Two</i>  <i>Driver's Ed</i>  <i>Forged by Fire</i>  <i>Hope Was Here</i>  <i>Slam!</i>  <i>Aquamarine</i>  <i>Swallowing Stones</i></p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book:</b>  41, 44, 47, 50, 104, 110, 116, 122, 156-157, 192-193,  196-197, 200-201, 204-205</p> <p>Main Idea</p> <p><b>Student Materials</b>  <b>Software:</b>  1.2, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.4,  L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L2-4; 4.4, L1-4; 5.1, L1-4;  5.2, L1-4; 5.4, L1-4; 6.1, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1,  L1-4; 7.2, L1-4; 7.3, L1-4; 8.2, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling):</b>  <i>Within Reach</i></p> <p><b>Teacher Materials</b>  <b>Teacher's Guide:</b>  <b>Software:</b> 52, 55, 60, 64, 67, 78, 102  <b>Paperbacks:</b> 149, 203</p> <p><b>Teacher's Resource Book:</b>  236, 317</p> <p><b>Reading Strategies Book:</b>  18, 90, 166</p> <p>Sequence of Events</p> <p><b>Student Materials</b>  <b>Software:</b>  1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.2, L1-4; 3.3, L1-4; 4.1,</p>

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	<p>L1-4; 5.1, L1-4; 7.3, L3; 7.4, L1-4; 8.4, L1-4; 9.2, L1-4; 9.4, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling):</b>  <i>When Zachary Beaver Came to Town</i>  <i>Within Reach</i>  <i>Whirligig</i>  <i>Cleopatra</i>  <i>Torn Thread</i>  <i>The Rumpelstiltskin Problem</i>  <i>Monster</i>  <i>Esperanza Rising</i>  <i>Holes</i>  <i>Soldier's Heart</i></p> <p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  <b>Software:</b> 90  <b>Paperbacks:</b> 163, 185, 207</p> <p><b>Teacher's Resource Book:</b>  206, 257, 290, 323</p> <p><b>Reading Strategies Book:</b>  15, 87, 161</p>
<b>1.2. Reading Critically in All Content Areas</b>	
<i>1.2.11. Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.</li> <li>• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.</li> <li>• Use teacher and student established criteria for making decisions and drawing conclusions.</li> <li>• Evaluate text organization and content to determine the author's purpose and</li> </ul>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b>  The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Draw Conclusions</p> <p><b><u>Student Materials</u></b>  <b>Software:</b></p>

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<p>to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.</p>	<p>1.1, L1; 1.3, L1-4; 1.4 L1-4; 2.1, L1-4; 3.2, L1-4; 3.4, L1-4; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.3, L1-4; 6.1, L1-4; 6.2, L1-4; 7.1, L1-4; 7.3, L1-4; 8.3, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling):</b>  <i>When Zachary Beaver Came to Town</i>  <i>Within Reach</i>  <i>Whirligig</i>  <i>Cleopatra</i>  <i>Torn Thread</i>  <i>The Rumpelstiltskin Problem</i>  <i>Monster</i>  <i>Esperanza Rising</i>  <i>Speak</i>  <i>Holes</i>  <i>Make Lemonade</i>  <i>Soldier's Heart</i></p> <p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  <b>Software:</b> 52, 53, 55, 59, 61, 67, 72, 88, 103  <b>Audiobooks:</b> 121  <b>Paperbacks:</b> 145, 177, 197</p> <p><b>Teacher's Resource Book:</b>  200, 230, 278, 308</p> <p><b>Reading Strategies Book:</b>  36, 108, 190</p> <p>Final Project  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher's Resource Book:</b>  344-349</p>
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> <li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li> <li>• Explain how the techniques used in electronic media modify traditional forms</li> </ul>	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>

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<ul style="list-style-type: none"> <li>of discourse for different purposes. Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li> </ul>	<p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
C. Produce work in at least one literary genre that follows the conventions of the genre.	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p>
<b>1.3. Reading, Analyzing and Interpreting Literature</b>	
<i>1.3.11. Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Read and understand works of literature.	
B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.	<p>Analyze Setting <b>Student Materials</b> <b>Audiobooks (Reading Coach Modeling):</b> <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier’s Heart</i></p> <p><b>Teacher Material</b> <b>Teacher’s Guide:</b> <b>Audiobooks:</b> 115 <b>Paperbacks:</b> 147, 199</p> <p><b>Teacher’s Resource Book:</b></p>

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	<p>191, 233, 311</p> <p><b>Reading Strategies Book:</b> 39, 111, 194</p> <p>Identify Theme <b><u>Teacher Material</u></b> <b>Reading Strategies Book:</b> 48, 120, 206</p> <p>Analyze Character <b><u>Student Materials</u></b> <b>Audiobooks (Reading Coach Modeling):</b> <i>When Zachary Beaver Came to Town</i> <i>Within Reach</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> <b>Software:</b> 53, 70, 79, 91 <b>Audiobooks:</b> 131 <b>Paperbacks:</b> 153, 175, 195</p> <p><b>Teacher's Resource Book:</b> 215, 242, 275, 305</p> <p><b>Reading Strategies Book:</b> 42, 114, 198</p> <p>Analyze Plot <b><u>Student Materials</u></b> <b>Audiobooks (Reading Coach Modeling):</b> <i>When Zachary Beaver Came to Town</i> <i>Whirligig</i> <i>Cleopatra</i> <i>Torn Thread</i></p>

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	<p><i>The Rumpelstiltskin Problem</i> <i>Monster</i> <i>Esperanza Rising</i> <i>Speak</i> <i>Holes</i> <i>Make Lemonade</i> <i>Soldier's Heart</i></p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> <b>Audiobooks:</b> 117 <b>Paperbacks:</b> 165, 189, 215</p> <p><b>Teacher's Resource Book:</b> 194, 260, 296, 335</p> <p><b>Reading Strategies Book:</b> 45, 117, 202</p> <p>Discuss Reading Materials and Ideas <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li> <li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li> </ul>	<p>The Following Matches Support this Objective:</p> <p>Literary Devices <b><u>Teacher Materials</u></b> <b>Reading Strategies Book:</b> Idioms: 94, 118, 151, 155, 195 Personification: 67, 106, 127, 145 Metaphor: 25, 55, 187</p> <p>Discuss Reading Materials and Ideas <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Poetry</p> <p><b><u>Student Materials</u></b> <b>Paperbacks:</b> <i>In Your Face: Poems About Real Life</i></p> <p><b><u>Teacher Materials</u></b> <b>Reading Strategies Book:</b> 65, 137, 228-229, 248</p>
E. Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays</p> <p><b><u>Student Materials</u></b> <b>Paperbacks:</b> <i>Destination: Disaster!</i> <i>Around the World with Nellie Bly</i> <i>Dracula</i> <i>Romeo and Juliet</i></p>
F. Read and respond to nonfiction and fiction including poetry and drama.	<p>Reader Response</p> <p><b><u>Student Materials</u></b> <b>Audiobooks (Reading Coach Model):</b> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b><u>Teacher Materials</u></b> <b>Teacher’s Guide:</b> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher’s Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<b>1.4. Types of Writing</b>	
1.4.11. <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	

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<p>A. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> <li>• Apply varying organizational methods.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue.</li> <li>• Apply literary conflict.</li> <li>• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).</li> <li>• Include literary elements (Standard 1.3.11.B.)</li> <li>• Use literary devices (Standard 1.3.11.C.)</li> </ul>	<p>Selected Examples Include:</p> <p>Problem-and-Solution Story <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 44-49</p> <p>Realistic Story <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 50-55</p> <p>Dialogue, Short Script, or Conversation <b>Teacher Materials</b> <b>Teacher's Guide:</b> 70, 75, 82, 85, 94, 96, 170, 176, 186, 200, 214 <b>Teacher's Resource Book:</b> 158, 161, 172, 175, 180, 182, 271, 279, 294, 295, 315, 337</p> <p>Poem <b>Teacher Materials</b> <b>Teacher's Guide:</b> 74, 94, 160, 190 <b>Teacher's Resource Book:</b> 160, 180, 256, 300, 301 <b>Writing and Grammar Strategies Book:</b> 122</p>
<p>B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"> <li>• Include a variety of methods to develop the main idea.</li> <li>• Use precise language and specific detail.</li> <li>• Include cause and effect.</li> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li> <li>• Use primary and secondary sources.</li> </ul>	<p>Selected Examples Include:</p> <p>Report <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 80-85, 86-91</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher's Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201 <b>Teacher's Resource Book:</b> 344-349</p> <p>News Article <b>Teacher Materials</b></p>

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	<p><b>Teacher's Guide:</b> 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p><b>Teacher's Resource Book:</b> 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p><b>Writing and Grammar Strategies Book:</b> 56</p> <p>Speech <b>Teacher Materials</b> <b>Teacher's Guide:</b> 83, 103, 112, 116, 146, 166, 210 <b>Teacher's Resource Book:</b> 167, 187, 190, 196, 235, 265, 331</p>
<p>C. Write persuasive pieces.</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Include a variety of methods to advance the argument or position.</li> </ul>	<p>Persuasive Essay <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 146-150</p> <p>Persuasive Speech <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 116-120</p>
<p>D. Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Diary Entry, Journal Entry, Log Entry <b>Teacher Materials</b> <b>Teacher's Guide:</b> 64, 122, 218, 132, 132, 134, 146, 150, 168, 168, 172, 184, 198, 208, 214, 216 <b>Teacher's Resource Book:</b> 154, 204, 214, 219, 220, 223, 235, 241, 267, 268, 274, 292, 313, 328, 336, 340</p>
<p>E. Write a personal résumé.</p>	
<p><b>1.5. Quality of Writing</b></p>	
<p><i>1.5.11. Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>	
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> <li>• Identify topic, task and audience.</li> <li>• Establish and maintain a single point of view.</li> </ul>	<p>Selected Examples Include:</p> <p>Writing Prompts <b>Teacher Materials</b></p>

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	<p><b>Writing and Grammar Strategies Book:</b> 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Interview Questions</p> <p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b> 62, 64, 65, 69, 77, 88, 96, 97, 120, 148, 154, 160, 164, 166, 176, 200, 202, 204, 212</p> <p><b>Teacher's Resource Book:</b> 152, 154, 155, 157, 163, 176, 182, 183, 201, 238, 246, 256, 262, 265, 280, 316, 319, 322, 334</p> <p>Summary, Explanation, or Paragraph</p> <p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b> 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170, 176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218</p> <p><b>Teacher's Resource Book:</b> 188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264, 270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322, 334, 342, 343, 349</p> <p><b>Writing and Grammar Strategies Book:</b> 74</p> <p>Review (Play, Movie, Music, Book)</p> <p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b> 120, 122, 140, 144, 158, 170, 180, 182, 188, 190, 192, 194, 204, 206, 214, 218</p> <p><b>Teacher's Resource Book:</b> 202, 205, 226, 232, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344</p> <p><b>Writing and Grammar Strategies Book:</b> 110</p> <p>News Article</p> <p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b> 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212</p> <p><b>Teacher's Resource Book:</b> 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346</p> <p><b>Writing and Grammar Strategies Book:</b></p>

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	<p>56</p> <p>Book Review <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 110-113</p>
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of, analyze and organize information.</li> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul>	<p>Selected Examples Include:</p> <p>Respond to Ideas and Issues <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 75, 76, 83, 86, 87, 88, 89, 91, 96, 112, 118, 122, 132, 172, 182, 208 <b>Teacher’s Resource Book:</b> 161, 162, 167, 168, 169, 170, 173, 177, 179, 182, 189, 198, 204, 219, 273, 288, 327</p> <p>News Article <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 <b>Teacher’s Resource Book:</b> 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 <b>Writing and Grammar Strategies Book:</b> 56</p> <p>Report <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 80-85, 86-91</p> <p>Book Review <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 110-113</p>
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order throughout the piece.</li> <li>• Include an effective introduction and conclusion.</li> </ul>	<p>Selected Examples Include:</p> <p>Reflective Essay <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 128-133</p>

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	<p>Persuasive Essay <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 146-150</p> <p>Business Letter <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 98-103</p> <p>Realistic Story <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 50-55</p>
<p>D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use different types and lengths of sentences.</li> <li>• Use precise language.</li> </ul>	<p>Selected Examples Include:</p> <p>Writing Prompts <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Personal Narrative <b>Teacher Materials</b> <b>Reading Strategies Book:</b> 47, 50, 110, 113, 116, 131, 188-189, 192-193</p> <p>News Article <b>Teacher Materials</b> <b>Teacher's Guide:</b> 116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164, 168, 170, 178, 196, 212 <b>Teacher's Resource Book:</b> 196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262, 268, 270, 283, 310, 334, 346 <b>Writing and Grammar Strategies Book:</b> 56</p> <p>Review (Play, Movie, Music, Book) <b>Teacher Materials</b> <b>Teacher's Guide:</b> 120, 122, 140, 144, 158, 170, 180, 182, 188, 190, 192, 194, 204, 206, 214, 218 <b>Teacher's Resource Book:</b></p>

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Pennsylvania Academic Standards	Read 180, Stage C Matches
	<p>202, 205, 226, 232, 253, 271, 286, 289, 298, 301, 304, 307, 322, 325, 337, 343, 344</p> <p><b>Writing and Grammar Strategies Book:</b> 110</p> <p>Book Review <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 113</p> <p>Persuasive Essay <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 146-150</p> <p>Business Letter <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 98</p>
E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Opinion with Reasons <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 63, 82, 83, 85, 89, 95, 102, 112, 114, 116, 120, 124, 126, 128, 140, 148, 148, 152, 154, 158, 164, 172, 174, 182, 186, 192, 196, 204, 206, 208, 210 <b>Teacher’s Resource Book:</b> 153, 172, 173, 175, 177, 181, 186, 189, 190, 192, 193, 195, 202, 207, 210, 213, 225, 237, 238, 243, 246, 253, 261, 274, 276, 289, 294, 304, 309, 321, 325, 328, 331 <b>Writing and Grammar Strategies Book:</b> 104</p> <p>Summary, Explanation, or Paragraph <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170,</p>

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	<p>176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218  <b>Teacher’s Resource Book:</b>            188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264,            270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322,            334, 342, 343, 349  <b>Writing and Grammar Strategies Book:</b>            74</p> <p>Review (Play, Movie, Music, Book)  <b>Teacher Materials</b>  <b>Teacher’s Guide:</b>            120, 122, 140, 144, 158, 170, 180, 182, 188, 190, 192,            194, 204, 206, 214, 218  <b>Teacher’s Resource Book:</b>            202, 205, 226, 232, 253, 271, 286, 289, 298, 301, 304,            307, 322, 325, 337, 343, 344  <b>Writing and Grammar Strategies Book:</b>            110</p> <p>News Article  <b>Teacher Materials</b>  <b>Teacher’s Guide:</b>            116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164,            168, 170, 178, 196, 212  <b>Teacher’s Resource Book:</b>            196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262,            268, 270, 283, 310, 334, 346  <b>Writing and Grammar Strategies Book:</b>            56</p>
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).</li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li> </ul>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts  <b>Teacher Materials</b>  <b>Writing and Grammar Strategies Book:</b>            12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96,            102, 108, 114, 120, 126, 133, 139, 145, 151</p> <p>Final Project  <b>Teacher Materials</b>  <b>Teacher’s Guide:</b>            113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b>            344-349</p>

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	<p>Opinion with Reasons  <b>Teacher Materials</b>  <b>Teacher's Guide:</b>  63, 82, 83, 85, 89, 95, 102, 112, 114, 116, 120, 124, 126,  128, 140, 148, 148, 152, 154, 158, 164, 172, 174, 182,  186, 192, 196, 204, 206, 208, 210  <b>Teacher's Resource Book:</b>  153, 172, 173, 175, 177, 181, 186, 189, 190, 192, 193,  195, 202, 207, 210, 213, 225, 237, 238, 243, 246, 253,  261, 274, 276, 289, 294, 304, 309, 321, 325, 328, 331  <b>Writing and Grammar Strategies Book:</b>  104</p> <p>Summary, Explanation, or Paragraph  <b>Teacher Materials</b>  <b>Teacher's Guide:</b>  112, 128, 132, 140, 156, 158, 160, 162, 164, 166, 170,  176, 182, 184, 192, 194, 198, 200, 202, 204, 212, 218  <b>Teacher's Resource Book:</b>  188, 213, 220, 226, 249, 253, 255, 256, 258, 262, 264,  270, 280, 288, 292, 304, 306, 312, 313, 315, 319, 322,  334, 342, 343, 349  <b>Writing and Grammar Strategies Book:</b>  74</p> <p>Review (Play, Movie, Music, Book)  <b>Teacher Materials</b>  <b>Teacher's Guide:</b>  120, 122, 140, 144, 158, 170, 180, 182, 188, 190, 192,  194, 204, 206, 214, 218  <b>Teacher's Resource Book:</b>  202, 205, 226, 232, 253, 271, 286, 289, 298, 301, 304,  307, 322, 325, 337, 343, 344  <b>Writing and Grammar Strategies Book:</b>  110</p> <p>News Article  <b>Teacher Materials</b>  <b>Teacher's Guide:</b>  116, 118, 124, 126, 130, 134, 142, 154, 156, 162, 164,  168, 170, 178, 196, 212  <b>Teacher's Resource Book:</b>  196, 199, 208, 211, 217, 223, 229, 247, 250, 259, 262,  268, 270, 283, 310, 334, 346</p>

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	<b>Writing and Grammar Strategies Book:</b> 56
G. Present and/or defend written work for publication when appropriate.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Speech <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 83, 103, 112, 116, 146, 166, 210 <b>Teacher’s Resource Book:</b> 167, 187, 190, 196, 235, 265, 331</p> <p>Persuasive Speech <b>Teacher Materials</b> <b>Writing and Grammar Strategies Book:</b> 116-120 Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Opinion with Reasons <b>Teacher Materials</b> <b>Teacher’s Guide:</b> <b>Writing and Grammar Strategies Book:</b> 104-109</p>
<b>1.6. Speaking and Listening</b>	
<i>1.6.11. Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Listen to others. <ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Synthesize information, ideas and opinions to determine relevancy.</li> <li>• Take notes.</li> </ul>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <b>Teacher Materials</b> <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book</p>

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	are discussed with guidance from the teacher.
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> <li>• Predict solutions to identified problems.</li> <li>• Summarize and reflect on what has been heard.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze and synthesize the selections relating them to other selections heard or read.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b>  The students listen to selections of literature as the <i>READ 180</i> Software passages are read.</p> <p>Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><b>Audiobooks:</b>  The Audiobooks give students the opportunity to listen to selections of literature as the Narrator reads the book aloud.</p> <p>As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>  The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b>  The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use a variety of sentence structures to add interest to a presentation.</li> <li>• Pace the presentation according to audience and purpose.</li> <li>• Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.</li> </ul>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive Speech  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>  116-120</p> <p>Speech  <b><u>Teacher Materials</u></b></p>

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<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Facilitate total group participation.</li> <li>• Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.</li> <li>• Paraphrase and summarize as needed.</li> </ul>	<p>Discuss Reading Materials and Ideas <b>Teacher Materials</b> <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Select and present an oral reading on an assigned topic.</li> <li>• Conduct interviews.</li> <li>• Participate in a formal interview (e.g., for a job, college).</li> <li>• Organize and participate in informal debate around a specific topic.</li> <li>• Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).</li> </ul>	<p>Discuss Reading Materials and Ideas <b>Teacher Materials</b> <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.</li> </ul>	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b></p>

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<ul style="list-style-type: none"> <li>• Evaluate the role of media in focusing attention and forming opinions.</li> <li>• Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.</li> </ul>	<p>113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<b>1.7. Characteristics and Functions of the English Language</b>	
<i>1.7.11. Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Describe the influence of historical events on the English language.	
B. Analyze when differences in language are a source of negative or positive stereotypes among groups.	
C. Explain and evaluate the role and influence of the English language within and across countries.	
<b>1.8. Research</b>	
<i>1.8.11. Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Select and refine a topic for research.	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b></p>

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Pennsylvania Academic Standards	Read 180, Stage C Matches
	<p><b>Teacher’s Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).</li> <li>• Use tables of contents, indices, key words, cross-references and appendices.</li> <li>• Use traditional and electronic search tools.</li> </ul>	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>C. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> <li>• Take notes relevant to the research topic.</li> <li>• Develop a thesis statement based on research.</li> <li>• Anticipate readers’ problems or misunderstandings.</li> <li>• Give precise, formal credit for others’ ideas, images or information using a standard method of documentation.</li> <li>• Use formatting techniques (e.g., headings, graphics) to aid reader understanding.</li> </ul>	<p>The Following Selected Matches Support this Objective:</p> <p>Final Project <b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p><b>Teacher’s Resource Book:</b> 344-349</p> <p>Internet Links, located in the <i>Teacher’s Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><b>Teacher Materials</b> <b>Teacher’s Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>