

Scholastic Read 180, Stage C ©2005
correlated to
Pennsylvania Academic Standards for Reading/Writing/Speaking & Listening
Grade 11

Pennsylvania Academic Standards for Reading/Writing/Speaking & Listening	Scholastic Read 180, Stage C ©2005
1.1. Learning to Read Independently	
<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	Resources for Differentiated Instruction Book 2: 172-173 Teaching Resources Topic Software: 21, 33, 45, 57, 69 Audiobooks: 14, 16, 18, 20, 22, 24 Paperbacks: 13, 20, 23, 25, 32, 37, 44, 52
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 14, 36, 86, 110, 168, 188, 210 Resources for Differentiated Instruction Book 1: 320, 325, 329, 330, 389-390, 397-398, 399, 413
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.	rBook TE and rBook SE: 9, 10, 33, 37, 43, 57, 83, 107, 112, 131, 163, 187, 211, 215 Resources for Differentiated Instruction Book 1: 266-267, 268-269
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.	rBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19, 41 Resources for Differentiated Instruction Book 1: 292-293, 350, 351 Teaching Resources Topic Software: 18, 21, 26, 30, 33, 42, 44, 61, 68 Paperbacks: 22, 38, 48
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.	rBook TE and rBook SE: 44-45, 70-71, 94, 118, 150-151, 174 Resources for Differentiated Instruction Book 1: 244-245, 252-253, 270-271
F. Understand the meaning of and apply key vocabulary across the various subject areas.	rBook TE and rBook SE: 10, 12, 16, 34, 40, 84, 86, 90, 108, 110, 114, 164, 166, 170, 188, 190, 194, 212, 214

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G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.	
<ul style="list-style-type: none"> Make, and support with evidence, assertions about texts. 	rBook TE and rBook SE: 12, 34, 192, 219 Resources for Differentiated Instruction Book 1: 304-305, 326, 327, 366, 367-368, 392, 395-396 Teaching Resources Topic Software: 26, 39, 45, 48, 49, 50, 51, 62, 67 Audiobooks: 20, 22 Paperbacks: 28, 29, 34
<ul style="list-style-type: none"> Compare and contrast texts using themes, settings, characters and ideas. 	rBook TE and rBook SE: 225 Resources for Differentiated Instruction Book 1: 336, 408-411
<ul style="list-style-type: none"> Make extensions to related ideas, topics or information. 	rBook TE and rBook SE: 19, 36, 41, 88, 91, 172, 195, 225
<ul style="list-style-type: none"> Assess the validity of the document based on context. 	Resources for Differentiated Instruction Book 1: 323, 389-390 Book 2: 172-173
<ul style="list-style-type: none"> Analyze the positions, arguments and evidence in public documents. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> Evaluate the author's strategies. 	rBook TE and rBook SE: 60, 63, 65, 134, 147, 149, 223 Resources for Differentiated Instruction Book 1: 320, 325, 338, 339, 340, 342, 343, 389-390, 413
<ul style="list-style-type: none"> Critique public documents to identify strategies common in public discourse. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
H. Demonstrate fluency and comprehension in reading.	
<ul style="list-style-type: none"> Read familiar materials aloud with accuracy. 	rBook TE and rBook SE: 81A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Teaching Resources Topic Software: 18, 20, 25, 30, 32, 37, 42, 44, 49, 54, 56, 61, 66, 68

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<ul style="list-style-type: none"> Self-correct mistakes. 	rBook TE and rBook SE: 237A Resources for Differentiated Instruction Book 1: 180-183
<ul style="list-style-type: none"> Use appropriate rhythm, flow, meter and pronunciation. 	rBook TE and rBook SE: 81A, 105A, 185A, 209A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 33, 37, 54, 70 Teaching Resources Topic Software: 21, 27, 33, 43, 55, 67
<ul style="list-style-type: none"> Read a variety of genres and types of text. 	rBook TE and rBook SE: 12-15, 60-65, 108, 170-173, 214-221, 222-225 Resources for Differentiated Instruction Book 1: 329, 330, 333, 334, 335 Teaching Resources Audiobooks: 14, 22 Paperbacks: 13, 14, 21, 27, 28, 37, 41, 45, 46, 51
<ul style="list-style-type: none"> Demonstrate comprehension (Standard 1.1.11.G.). (Recommend: 25 books/year) 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 36-39, 60-65, 86-89, 108-109, 134-149, 164-165, 190-193, 222-225 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313 Teaching Resources Topic Software: 20, 31, 50, 62 Audiobooks: 15, 23 Paperbacks: 18, 25, 30, 40, 50
1.2. Reading Critically in All Content Areas	
A. Read and understand essential content of informational texts and documents in all academic areas.	
<ul style="list-style-type: none"> Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view. 	rBook TE and rBook SE: 159, 216, 219 Resources for Differentiated Instruction Book 1: 321, 391, 440

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<ul style="list-style-type: none"> Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present. 	Resources for Differentiated Instruction Book 1: 322, 323, 388, 389-390 Book 2: 172-174
<ul style="list-style-type: none"> Use teacher and student established criteria for making decisions and drawing conclusions. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 12, 34, 192, 219 Resources for Differentiated Instruction Book 1: 304-305, 366, 367-368 Teaching Resources Topic Software: 18, 21, 27, 33, 38, 44, 50, 69 Audiobooks: 22 Paperbacks: 19, 21, 33, 41, 44
<ul style="list-style-type: none"> Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning. 	Resources for Differentiated Instruction Book 1: 320, 325, 389-390, 413 Teaching Resources Paperbacks: 15, 48
B. Use and understand a variety of media and evaluate the quality of material produced.	
<ul style="list-style-type: none"> Select appropriate electronic media for research and evaluate the quality of the information received. 	Resources for Differentiated Instruction Book 1: 323, 333, 402 Book 2: 74-75, 104-105, 172-173
<ul style="list-style-type: none"> Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 333 Book 2: 14-15, 20-21, 80-81, 86-87, 104-105, 134-135, 152-153, 164-165
C. Produce work in at least one literary genre that follows the conventions of the genre.	Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43, 62-67, 86-91, 92-97, 104-109, 110-115, 122-127, 128-133, 134-139, 140-145, 164-165, 178-181

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1.3. Reading, Analyzing and Interpreting Literature	
A. Read and understand works of literature.	rBook TE and rBook SE: 58-65, 66-69, 132-149, 222-225 Teaching Resources Audiobooks: 15, 16, 17, 20, 25 Paperbacks: 13, 14, 17, 20, 24, 28, 35, 40, 45, 47, 51
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.	rBook TE and rBook SE: 60-65, 66-69, 134-149, 222-225 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 319, 338, 339, 340, 342 Teaching Resources Audiobooks: 16, 20 Paperbacks: 14, 24, 34, 43, 50
C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.	
<ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). 	rBook TE and rBook SE: 223 Resources for Differentiated Instruction Book 1: 342, 343, 403-404, 408, 415, 417
<ul style="list-style-type: none"> • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). 	rBook TE and rBook SE: 142, 145, 225 Resources for Differentiated Instruction Book 1: 339, 342, 343, 366, 385-386, 403-404, 412
<ul style="list-style-type: none"> • Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). 	rBook TE and rBook SE: 60, 65 Resources for Differentiated Instruction Book 1: 340, 349, 367-368, 370-371, 405-407
D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 67, 225 Resources for Differentiated Instruction Book 1: 334, 342, 343, 403-404, 412, 415
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.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335, 338, 339

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F. Read and respond to nonfiction and fiction including poetry and drama.	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 36-39, 60-65, 66-69, 90-93, 108-109, 134-149, 166-169, 188-189, 214-221</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313, 318, 334, 335, 340, 342, 343, 345</p> <p>Teaching Resources Audiobooks: 16, 25 Paperbacks: 15, 19, 22, 26, 33, 41, 52</p>
1.4. Types of Writing	
A. Write short stories, poems and plays.	
<ul style="list-style-type: none"> • Apply varying organizational methods. 	rBook TE and rBook SE: 48-49, 74-75, 178-179, 230-231 Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43, 62-67, 164-169
<ul style="list-style-type: none"> • Use relevant illustrations. 	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 21, 27
<ul style="list-style-type: none"> • Utilize dialogue. 	Resources for Differentiated Instruction Book 2: 26-31
<ul style="list-style-type: none"> • Apply literary conflict. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 48-49, 74-75, 178-179, 230-231 Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 38-43
<ul style="list-style-type: none"> • Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43, 62-67, 164-169
<ul style="list-style-type: none"> • Include literary elements (Standard 1.3.11.B.) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-19, 20-25, 26-31, 32-37, 38-43, 62-67, 164-169
<ul style="list-style-type: none"> • Use literary devices (Standard 1.3.11.C.). 	Resources for Differentiated Instruction Book 2: 164-169

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B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).	
<ul style="list-style-type: none"> • Include a variety of methods to develop the main idea. 	rBook TE and rBook SE: 22-25, 96-99, 152-155, 200-203 Resources for Differentiated Instruction Book 2: 44-49, 50-55, 56-61, 68-73, 74-79, 80-85, 86-91, 92-97, 98-103, 104-109, 110-115, 140-145, 170-178
<ul style="list-style-type: none"> • Use precise language and specific detail. 	rBook TE and rBook SE: 22-25, 96-99, 152-155, 200-203 Resources for Differentiated Instruction Book 2: 44-49, 50-55, 56-61, 68-73, 74-79, 80-85, 86-91, 92-97, 98-103, 104-109, 110-115, 140-145, 170-178
<ul style="list-style-type: none"> • Include cause and effect. 	Resources for Differentiated Instruction Book 2: 68-73
<ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). 	rBook TE and rBook SE: 27, 101 Resources for Differentiated Instruction Book 2: 45, 51, 81, 105, 111
<ul style="list-style-type: none"> • Use primary and secondary sources. 	rBook TE and rBook SE: 98-99, 154-155 Resources for Differentiated Instruction Book 2: 74-75, 80-81, 98-99, 104-105, 110-111, 172-174
C. Write persuasive pieces.	
<ul style="list-style-type: none"> • Include a clearly stated position or opinion. 	rBook TE and rBook SE: 122-123 Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> • Include convincing, elaborated and properly cited evidence. 	rBook TE and rBook SE: 122-123 Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139
<ul style="list-style-type: none"> • Develop reader interest. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 121-123 Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139

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<ul style="list-style-type: none"> Anticipate and counter reader concerns and arguments. 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 122-123</p> <p>Resources for Differentiated Instruction Book 2: 116-121, 128-133, 134-139</p>
<ul style="list-style-type: none"> Include a variety of methods to advance the argument or position. 	<p>rBook TE and rBook SE: 122-123</p> <p>Resources for Differentiated Instruction Book 2: 116-121, 122-127, 128-133, 134-139</p>
D. Maintain a written record of activities, course work, experience, honors and interests.	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 158-163</p>
E. Write a personal résumé.	<p>Resources for Differentiated Instruction Book 2: 158-159</p>
1.5. Quality of Writing	
A. Write with a sharp, distinct focus.	
<ul style="list-style-type: none"> Identify topic, task and audience. 	<p>rBook TE and rBook SE: 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 20-21, 32-33, 44-45, 56-57, 74-75, 86-87, 98-99, 110-111, 134-135, 140-141, 152-153</p>
<ul style="list-style-type: none"> Establish and maintain a single point of view. 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231</p> <p>Resources for Differentiated Instruction Book 2: 20-25, 32-37, 116-121, 128-133, 134-139</p>
B. Write using well-developed content appropriate for the topic.	
<ul style="list-style-type: none"> Gather, determine validity and reliability of, analyze and organize information. 	<p>rBook TE and rBook SE: 23-24, 47-48, 73-74, 97-98, 121-122, 153-154, 177-178, 201-202, 229-230</p> <p>Resources for Differentiated Instruction Book 2: 20-25, 38-43, 50-55, 62-67, 68-73, 80-85, 92-97, 104-109, 140-145, 172-177</p>

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<ul style="list-style-type: none"> Employ the most effective format for purpose and audience. 	rBook TE and rBook SE: 23-25, 47-49, 73-75, 97-99, 121-123, 153-155, 177-179, 201-203, 229-231 Resources for Differentiated Instruction Book 2: 14-19, 26-31, 44-49, 56-61, 80-85, 92-97, 104-109, 122-127, 134-139, 146-151, 164-169
<ul style="list-style-type: none"> Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	rBook TE and rBook SE: 24-25, 48-49, 75-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231 Resources for Differentiated Instruction Book 2: 20-25, 32-37, 56-61, 68-73, 74-79, 80-85, 92-97, 98-103, 110-115, 116-121, 140-145
C. Write with controlled and/or subtle organization.	
<ul style="list-style-type: none"> Sustain a logical order throughout the piece. 	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231 Resources for Differentiated Instruction Book 2: 56-61, 92-97, 104-109, 140-145
<ul style="list-style-type: none"> Include an effective introduction and conclusion. 	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231 Resources for Differentiated Instruction Book 2: 74-79, 86-91, 104-109, 110-115, 122-127
D. Write with a command of the stylistic aspects of composition.	
<ul style="list-style-type: none"> Use different types and lengths of sentences. 	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231 Resources for Differentiated Instruction Book 2: 14-19, 68-73
<ul style="list-style-type: none"> Use precise language. 	rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231 Resources for Differentiated Instruction Book 2: 44-49, 50-55, 74-79, 86-91, 92-97, 98-103, 104-109, 146-151
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.	rBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 15, 51, 99, 105, 147, 165

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F. Edit writing using the conventions of language.	
<ul style="list-style-type: none"> Spell all words correctly. 	rBook TE and rBook SE: 26-27, 50-51, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233 Resources for Differentiated Instruction Book 2: 21, 33, 45, 57, 69, 87, 105, 117, 129, 141, 159
<ul style="list-style-type: none"> Use capital letters correctly. 	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 15, 27, 39, 51, 63, 75, 81, 93, 99, 111, 123, 135, 147, 153, 159, 165, 247, 249, 252
<ul style="list-style-type: none"> Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). 	rBook TE and rBook SE: 27, 101, 125, 205 Resources for Differentiated Instruction Book 2: 21, 33, 45, 57, 69, 87, 117, 129, 153, 157, 246, 247, 250, 251, 252, 253
<ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. 	rBook TE and rBook SE: 100, 124, 180, 204, 232 Resources for Differentiated Instruction Book 2: 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 212-213, 218-219, 224-225, 234, 238, 240, 244
<ul style="list-style-type: none"> Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	rBook TE and rBook SE: 26, 50, 76 Resources for Differentiated Instruction Book 2: 14-19, 68-73, 186-187, 188-189, 190-191, 234-235, 240-241, 242-243, 244-245, 246, 250
G. Present and/or defend written work for publication when appropriate.	rBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 27, 63, 69, 87, 93, 99, 111, 117, 123, 129, 141
1.6. Speaking and Listening	
A. Listen to others.	
<ul style="list-style-type: none"> Ask clarifying questions. 	Resources for Differentiated Instruction Book 2: 75 Book 3: 32
<ul style="list-style-type: none"> Synthesize information, ideas and opinions to determine relevancy. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 18, 34, 36, 40, 62, 68, 84, 88, 110, 112, 134, 138, 166, 170, 188, 192, 194, 212, 224

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<ul style="list-style-type: none"> Take notes. 	Resources for Differentiated Instruction Book 2: 75
B. Listen to selections of literature (fiction and/or nonfiction).	
<ul style="list-style-type: none"> Relate them to previous knowledge. 	rBook TE and rBook SE: 10, 12, 16, 34, 40, 60, 66, 84, 90, 108, 114, 132, 164, 170, 188, 190, 194, 212, 222
<ul style="list-style-type: none"> Predict solutions to identified problems. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 16, 33
<ul style="list-style-type: none"> Summarize and reflect on what has been heard. 	rBook TE and rBook SE: 84-85, 86-89, 90-93 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Audiobooks: 15, 21, 30, 48
<ul style="list-style-type: none"> Identify and define new words and concepts. 	rBook TE and rBook SE: 8-9, 12, 32-33, 36, 56-57, 82-83, 86, 106-107, 110, 130-131, 162-163, 166, 186-187, 190, 210-211, 214
<ul style="list-style-type: none"> Analyze and synthesize the selections relating them to other selections heard or read. 	rBook TE and rBook SE: 8L, 19, 32L, 36, 41, 56N, 82L, 106L, 115, 130N, 162L, 167, 186L, 210L, 221, 224, 225 Resources for Differentiated Instruction Book 1: 336, 337, 408-411
C. Speak using skills appropriate to formal speech situations.	
<ul style="list-style-type: none"> Use a variety of sentence structures to add interest to a presentation. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 181 Resources for Differentiated Instruction Book 2: 39, 75, 81, 105 Book 3: 50, 70
<ul style="list-style-type: none"> Pace the presentation according to audience and purpose. 	Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179 Book 3: 50, 70

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<ul style="list-style-type: none"> Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience. 	Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179 Book 3: 50, 68, 70
D. Contribute to discussions.	
<ul style="list-style-type: none"> Ask relevant, clarifying questions. 	Resources for Differentiated Instruction Book 2: 75 Book 3: 32
<ul style="list-style-type: none"> Respond with relevant information or opinions to questions asked. 	rBook TE and rBook SE: 10, 18, 34, 36, 40, 62, 68, 84, 88, 110, 112, 134, 138, 166, 170, 188, 192, 194, 212, 224 Resources for Differentiated Instruction Book 3: 32, 52, 53, 57, 68
<ul style="list-style-type: none"> Listen to and acknowledge the contributions of others. 	rBook TE and rBook SE: 8L, 32L, 56N, 82L, 106L, 130N, 162L, 186L, 210L
<ul style="list-style-type: none"> Adjust tone and involvement to encourage equitable participation. 	Resources for Differentiated Instruction Book 3: 46
<ul style="list-style-type: none"> Facilitate total group participation. 	rBook TE and rBook SE: 8K, 12, 32K, 36, 56M, 64, 82K, 86, 106K, 108, 130M, 136, 148, 162K, 166, 186K, 190, 210K, 218
<ul style="list-style-type: none"> Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. 	rBook TE and rBook SE: 10, 16, 34, 40, 60, 68, 84, 90, 110, 114, 140, 144, 148, 164, 170, 188, 194, 212, 214, 222
<ul style="list-style-type: none"> Paraphrase and summarize as needed. 	rBook TE and rBook SE: 85, 86, 87, 89, 90, 91, 93, 116, 173 Teaching Resources Topic Software: 20, 32, 37, 57, 61 Paperbacks: 16, 20, 25, 33, 40
E. Participate in small and large group discussions and presentations.	
<ul style="list-style-type: none"> Initiate everyday conversation. 	Resources for Differentiated Instruction Book 3: 32, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> Select and present an oral reading on an assigned topic. 	Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183
<ul style="list-style-type: none"> Conduct interviews. 	Resources for Differentiated Instruction Book 3: 32
<ul style="list-style-type: none"> Participate in a formal interview (e.g., for a job, college). 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .

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<ul style="list-style-type: none"> Organize and participate in informal debate around a specific topic. 	rBook TE and rBook SE: 121-123 Resources for Differentiated Instruction Book 2: 116-117, 128-129, 134-135
<ul style="list-style-type: none"> Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
F. Use media for learning purposes.	
<ul style="list-style-type: none"> Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects. 	rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 82K-82L, 106K-106L, 130M-130N, 162K-162L, 186K-186L, 210K-210L Resources for Differentiated Instruction Book 1: 333, 402 Teaching Resources Topic Software: 18, 24, 30, 36, 42, 48, 54, 60, 66
<ul style="list-style-type: none"> Evaluate the role of media in focusing attention and forming opinions. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
<ul style="list-style-type: none"> 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. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 81, 105, 111
1.7. Characteristics and Functions of the English Language	
A. Describe the influence of historical events on the English language.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 270-271
B. Analyze when differences in language are a source of negative or positive stereotypes among groups.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
C. Explain and evaluate the role and influence of the English language within and across countries.	This objective falls outside the scope of <i>Scholastic Read 180, Stage C</i> .
1.8. Research	
A. Select and refine a topic for research.	Resources for Differentiated Instruction Book 2: 170-171
B. Locate information using appropriate sources and strategies.	
<ul style="list-style-type: none"> Determine valid resources for researching the topic, including primary and secondary sources. 	Resources for Differentiated Instruction Book 2: 172-173

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<ul style="list-style-type: none"> • Evaluate the importance and quality of the sources. 	Resources for Differentiated Instruction Book 2: 172-173
<ul style="list-style-type: none"> • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases). 	Resources for Differentiated Instruction Book 2: 172-173
<ul style="list-style-type: none"> • Use tables of contents, indices, key words, cross-references and appendices. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 172-173
<ul style="list-style-type: none"> • Use traditional and electronic search tools. 	Resources for Differentiated Instruction Book 2: 172-173
C. Organize, summarize and present the main ideas from research.	
<ul style="list-style-type: none"> • Take notes relevant to the research topic. 	Resources for Differentiated Instruction Book 2: 172-174
<ul style="list-style-type: none"> • Develop a thesis statement based on research. 	Resources for Differentiated Instruction Book 2: 175-178
<ul style="list-style-type: none"> • Anticipate readers' problems or misunderstandings. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178
<ul style="list-style-type: none"> • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. 	Resources for Differentiated Instruction Book 2: 172, 178-181
<ul style="list-style-type: none"> • Use formatting techniques (e.g., headings, graphics) to aid reader understanding. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 178