

**Scholastic's Read 180, Stage B
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 6**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage B Matches
Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 172-175, 224-227, 243, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Test-Taking Strategies Book: Practice Test – 106, Writing Prompts – 111, 113</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective: rBook Teaching Guide: 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137</p>
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 31, 53, 62, 66, 70, 83, 98-101, 114, 122, 131, 157, 172-175, 181, 205, 210, 223, 243 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 69, 72, 77, 93, 82, 84, 85, 86, 87, 89, 90, 93, 94-113, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language	

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of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 3-Strategies for English-Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65 <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.
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Provide Opportunities to Meet this Objective: Discussions before and after each lesson in the reading and writing components offer practice and application of listening and speaking skills. <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 104-107, 109-113 <u>RDI Book 3-Strategies for English-Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 <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> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69
1.7 – Participate effectively in a discussion.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to meet this standard with Small Group and Whole Group discussion of the text.

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	Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	Selected Examples Include: rBook Teaching Guide: 44, 45, 107A, 120, 121, 131B, 153, 167, 222, 223, 234, 235, 236, 247 RDI Book 1-Reading Skills and Strategies: 256, 260, 262 RDI Book 2-Writing and Grammar Strategies: 196, 197 Topic Software Teaching Resources: 1.3 Levels 2&3, 1.1 Level 3, 1.2 Level 3, 3.2 Level 3, 3.3 Level 2, 3.4 Level 4, 5.2 Level 3, 5.3 Level 2, 5.4 Levels 2&3, 6.1 Level 3, 6.2 Level 3, 6.4 Level 3, 7.2 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 4, 9.3 Level 4 rSkills Test Book: Tests 1 3, 4, & 5
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	rBook Teaching Guide: 116, 119, 164, 186, 192, 194, 210 RDI Book 1-Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 96, 170, 171, 234-238 rSkills Test Book: Tests 2 & 5 RDI Book 1-Reading Skills and Strategies: 244, 252
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 144, 164, 166, 168, 182, 190, 192, 206, 208, 210, 214, 216, 218, 220 RDI Book 1-Reading Skills and Strategies: Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set

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	purpose for reading the selection. <u>Topic Software Teaching Resources:</u> The video segments shown before each READ180 Topic CD passage set the purpose for reading.
2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	Each of the reading components teaches self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, visualizing, asking questions, etc. <u>rBook Teaching Guide:</u> 40, 217 <u>Topic Software Teaching Resources:</u> The READ180 Software allows the student to select the speed at which each passage is read. The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones. <u>Test-Taking Strategies Book:</u> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies.
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	<u>rBook Teaching Guide:</u> 38, 61 <u>RDI Book 1-Reading Skills and Strategies:</u> 318, 411 <u>Audiobook Teaching Resources:</u> Local News – 21, 32, 35, 37 (Resources – 39-41, 63-69) <u>Paperbacks Teaching Resources:</u> Dive, Book Two: The Deep; Double Dutch (Resources – 99, 119)
2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	<u>rBook Teaching Guide:</u> 14, 114, 241 <u>RDI Book 3-Strategies for English-Language Learners:</u> 23 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-47, 63-69)
2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).	Selected Examples Include: <u>rBook Teaching Guide:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison's Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means

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	Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) rSkills Test Book: Tests 2, 3, & 5
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 RDI Book 1-Reading Skills and Strategies: 250, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 RDI Book 2-Writing and Grammar Strategies: 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 RDI Book 3-Strategies for English-Language Learners: 60, 67 rSkills Test Book: Tests 4 Test-Taking Strategies Book: Practice Test – 103 & 106, Writing Prompt – 111
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	rBook Teaching Guide: 214 RDI Book 3-Strategies for English-Language Learners: 28
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	rBook Teaching Guide: 18, 29, 43, 87, 94, 114, 118, 119, 160, 169, 187, 188, 192, 218 RDI Book 1-Reading Skills and Strategies: 294, 295, 327, 328, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 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; 4.3: 127-130, 243-244, 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; 6.2: 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,

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	<p>277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> 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> Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p> <p><u>Test-Taking Strategies:</u> 66-67</p>
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>rBook Teaching Guide:</u> 218
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 397, 398</p> <p><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; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 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; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Audiobook Teaching Resources:</u> Flight #116 Is Down! – 13, 66, 101 (Resources – 33-35, 63-69), The Star Fisher – 45, 66, 83 (Resources – 57-59, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> Hear Me; Frankenstein; Score! The Greatest Athletes of All Time; Love Letters and Other Stories (Resources – 65, 81, 105, 123)</p>

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	<p><u>Test-Taking Strategies:</u> 36-38 <u>rSkills Test Book:</u> Tests 4 & 5</p>
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	<p>Each of the reading components provides an opportunity for students to identify fact and opinion, which contributes to optimal comprehension. <u>rBook Teaching Guide:</u> 81, 128 <u>RDI Book 1-Reading Skills and Strategies:</u> 321, 413 <u>Test-Taking Strategies:</u> 39-41</p>
2.4i – Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	<p><u>rBook Teaching Guide:</u> 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 302,303,401 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 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; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 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; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 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) <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) <u>rSkills Test Book:</u> Test 5</p>

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2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	rBook Teaching Guide: 11, 35, 87, 111, 135, 161, 185, 193, 209
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	The Following Selected Matches Support this Objective: rBook Teaching Guide: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 Test-Taking Strategies Book: Practice Test – 106 Test-Taking Strategies: Identify Persuasive Prompts – 60-61 Writing Prompts – 113
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	The Following Support this Objective: rBook Teaching Guide: 86, 94, 206C, 208-219 RDI Book 1-Reading Skills and Strategies: 304, 305, 402 Topic Software Teaching Resources: 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 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-

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	<p>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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> 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> Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109)</p>
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide

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print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teaching Guide: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	The Following Provides Opportunities to Meet this Objective: 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

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	compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Provides Opportunities to Meet this Objective: 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.
3.1b – Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	The Following Provides Opportunities to Meet this Objective: 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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87, 104-107 <u>Topic Software Teaching Resources:</u> 225, 226, 240, 244, 252 <u>Audiobook Teaching Resources:</u> 28, 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 98, 130, 137
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in

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	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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: <u>rBook Teaching Guide:</u> 86, 94, 206C, 208-219 <u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 402 <u>Topic Software Teaching Resources:</u> 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> Secrets of Oak

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	Park; Visitors: Strange Invaders (Resources – 91, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character's actions; identify with characters.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	The Following Support this Objective: rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 RDI Book 1-Reading Skills and Strategies: 302, 303, 405 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-

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	<p>142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5</p>
4.2b – Understand the differences between genres.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2c – Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2f – Identify the effect of point of view.	<u>rBook Teaching Guide:</u> 60, 136
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<p>The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p> <p><u>rBook Teaching Guide:</u> 74-77, 148-151, 244</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82</p> <p><u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286</p> <p><u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71</p> <p><u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
4.4a – Use literature as a resource for shaping	

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decisions.	
4.4b – Understand social and political issues.	

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Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 172-175, 224-227, 243, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Test-Taking Strategies Book: Practice Test – 106, Writing Prompts – 111, 113</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective: rBook Teaching Guide: 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137</p>
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 31, 53, 62, 66, 70, 83, 98-101, 114, 122, 131, 157, 172-175, 181, 205, 210, 223, 243 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 69, 72, 77, 93, 82, 84, 85, 86, 87, 89, 90, 93, 94-113, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language	

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of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 3-Strategies for English-Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65 <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.
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Provide Opportunities to Meet this Objective: Discussions before and after each lesson in the reading and writing components offer practice and application of listening and speaking skills. <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 104-107, 109-113 <u>RDI Book 3-Strategies for English-Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 <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>rSkills Test Book:</u> Tests 4 <u>Test-Taking Strategies Book:</u> Practice Test – 103 & 106, Writing Prompt – 111
1.7 – Participate effectively in a discussion.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide

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	opportunities to meet this standard with Small Group and Whole Group discussion of the text. Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	Selected Examples Include: rBook Teaching Guide: 44, 45, 107A, 120, 121, 131B, 153, 167, 222, 223, 234, 235, 236, 247 RDI Book 1-Reading Skills and Strategies: 256, 260, 262 RDI Book 2-Writing and Grammar Strategies: 196, 197 Topic Software Teaching Resources: 1.3 Levels 2&3, 1.1 Level 3, 1.2 Level 3, 3.2 Level 3, 3.3 Level 2, 3.4 Level 4, 5.2 Level 3, 5.3 Level 2, 5.4 Levels 2&3, 6.1 Level 3, 6.2 Level 3, 6.4 Level 3, 7.2 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 4, 9.3 Level 4 rSkills Test Book: Tests 1 3, 4, & 5
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	rBook Teaching Guide: 116, 119, 164, 186, 192, 194, 210 RDI Book 1-Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 96, 170, 171, 234-238 rSkills Test Book: Tests 2 & 5 RDI Book 1-Reading Skills and Strategies: 244, 252
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 144, 164, 166, 168, 182, 190, 192, 206, 208, 210, 214, 216, 218, 220 RDI Book 1-Reading Skills and Strategies: Each

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	<p>lesson contains a <i>Build Background</i> section, which helps students to form mental models and set purpose for reading the selection.</p> <p><u>Topic Software Teaching Resources:</u> The video segments shown before each READ180 Topic CD passage set the purpose for reading.</p>
<p>2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.</p>	<p>Each of the reading components teaches self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, visualizing, asking questions, etc.</p> <p><u>rBook Teaching Guide:</u> 40, 217</p> <p><u>Topic Software Teaching Resources:</u> The READ180 Software allows the student to select the speed at which each passage is read. The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p><u>Test-Taking Strategies Book:</u> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies.</p>
<p>2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.</p>	<p><u>rBook Teaching Guide:</u> 38, 61</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 318, 411</p> <p><u>Audiobook Teaching Resources:</u> Local News – 21, 32, 35, 37 (Resources – 39-41, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> Dive, Book Two: The Deep; Double Dutch (Resources – 99, 119)</p>
<p>2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.</p>	<p><u>rBook Teaching Guide:</u> 14, 114, 241</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 23</p> <p><u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-47, 63-69)</p>
<p>2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).</p>	<p>Selected Examples Include:</p> <p><u>rBook Teaching Guide:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404</p> <p><u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u></p>

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	Alison's Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) rSkills Test Book: Tests 2, 3, & 5
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 RDI Book 1-Reading Skills and Strategies: 250, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 RDI Book 2-Writing and Grammar Strategies: 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 RDI Book 3-Strategies for English-Language Learners: 60, 67 rSkills Test Book: Tests 4 Test-Taking Strategies Book: Practice Test – 103 & 106, Writing Prompt – 111
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	rBook Teaching Guide: 214 RDI Book 3-Strategies for English-Language Learners: 28
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	rBook Teaching Guide: 18, 29, 43, 87, 94, 114, 118, 119, 160, 169, 187, 188, 192, 218 RDI Book 1-Reading Skills and Strategies: 294, 295, 327, 328, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 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; 4.3: 127-130, 243-244, 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; 6.2: 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,

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	<p>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; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> 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> Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p> <p><u>Test-Taking Strategies:</u> 66-67</p>
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>rBook Teaching Guide:</u> 218
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 397, 398</p> <p><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; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 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; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Audiobook Teaching Resources:</u> Flight #116 Is Down! – 13, 66, 101 (Resources – 33-35, 63-69), The Star Fisher – 45, 66, 83 (Resources – 57-59, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> Hear Me; Frankenstein; Score! The Greatest Athletes of All</p>

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	Time; Love Letters and Other Stories (Resources – 65, 81, 105, 123) <u>Test-Taking Strategies:</u> 36-38 <u>rSkills Test Book:</u> Tests 4 & 5
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	Each of the reading components provides an opportunity for students to identify fact and opinion, which contributes to optimal comprehension. <u>rBook Teaching Guide:</u> 81, 128 <u>RDI Book 1-Reading Skills and Strategies:</u> 321, 413 <u>Test-Taking Strategies:</u> 39-41
2.4i – Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	<u>rBook Teaching Guide:</u> 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 302,303,401 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 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; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 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; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 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) <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 –

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	57, 63, 117) rSkills Test Book: Test 5
2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	rBook Teaching Guide: 11, 35, 87, 111, 135, 161, 185, 193, 209
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	The Following Selected Matches Support this Objective: rBook Teaching Guide: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 Test-Taking Strategies Book: Practice Test – 106 Test-Taking Strategies: Identify Persuasive Prompts – 60-61 Writing Prompts – 113
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	The Following Support this Objective: rBook Teaching Guide: 86, 94, 206C, 208-219 RDI Book 1-Reading Skills and Strategies: 304, 305, 402 Topic Software Teaching Resources: 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-

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	<p>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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> 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> Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109)</p>
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students	<u>rBook Teaching Guide:</u> Shared Reading and

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will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teaching Guide: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a

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	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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Provides Opportunities to Meet this Objective: 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.
3.1b – Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	The Following Provides Opportunities to Meet this Objective: 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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87, 104-107 <u>Topic Software Teaching Resources:</u> 225, 226, 240, 244, 252 <u>Audiobook Teaching Resources:</u> 28, 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 98, 130, 137
3.3a2 – Establish criteria by which sources	The Following Provides Opportunities to Meet this

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and information can be analyzed for accuracy, bias, stereotypes, and validity	Objective: 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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: rBook Teaching Guide: 86, 94, 206C, 208-219 RDI Book 1-Reading Skills and Strategies: 304, 305, 402 Topic Software Teaching Resources: 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: 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,

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	63-69) <u>Paperbacks Teaching Resources:</u> Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character's actions; identify with characters.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	The Following Support this Objective: <u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-

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	<p>218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5</p>
4.2b – Understand the differences between genres.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
4.2c – Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>
4.2f – Identify the effect of point of view.	<p><u>rBook Teaching Guide:</u> 60, 136</p>
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<p>The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p> <p><u>rBook Teaching Guide:</u> 74-77, 148-151, 244</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82</p> <p><u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286</p> <p><u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71</p> <p><u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84,</p>

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	98, 100, 102, 104, 106, 118, 135, 143
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

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Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 172-175, 224-227, 243, 244 RDI Book 2-Writing and Grammar Strategies: 14, 15, 17, 19, 20, 22, 24, 25, 27, 29, 30, 32, 34, 35, 37, 39, 40, 37, 43, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113 Audiobook Teaching Resources: 38, 44, 50, 52, 53, 56, 62 Paperbacks Teaching Resources: 56, 60, 68, 78, 82, 84, 92, 94, 96, 98, 100, 102, 108, 114, 118, 120, 132 Test-Taking Strategies Book: Practice Test – 106, Writing Prompts – 111, 113</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective: rBook Teaching Guide: 31, 53, 62, 66, 70, 83, 1047, 114, 131, 157, 181, 205, 210, 223 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 82, 72, 77, 93, 87, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137</p>
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	<p>Selected Examples Include: rBook Teaching Guide: 22-25, 31, 53, 62, 66, 70, 83, 98-101, 114, 122, 131, 157, 172-175, 181, 205, 210, 223, 243 RDI Book 2-Writing and Grammar Strategies: 62, 57, 47, 52, 68, 69, 72, 77, 93, 82, 84, 85, 86, 87, 89, 90, 93, 94-113, 127, 122, 117, 132, 32, 17, 37, 43, 22, 27, 97, 113, 107, 102, 137 Topic Software Teaching Resources: 224, 279 Test-Taking Strategies Book: 103, 111</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language	

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of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 3-Strategies for English-Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65 <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.
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Provide Opportunities to Meet this Objective: Discussions before and after each lesson in the reading and writing components offer practice and application of listening and speaking skills. <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 104-107, 109-113 <u>RDI Book 3-Strategies for English-Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 <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> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69
1.7 – Participate effectively in a discussion.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to meet this standard with Small Group and Whole Group discussion of the text.

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	Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	Selected Examples Include: rBook Teaching Guide: 44, 45, 107A, 120, 121, 131B, 153, 167, 222, 223, 234, 235, 236, 247 RDI Book 1-Reading Skills and Strategies: 256, 260, 262 RDI Book 2-Writing and Grammar Strategies: 196, 197 Topic Software Teaching Resources: 1.3 Levels 2&3, 1.1 Level 3, 1.2 Level 3, 3.2 Level 3, 3.3 Level 2, 3.4 Level 4, 5.2 Level 3, 5.3 Level 2, 5.4 Levels 2&3, 6.1 Level 3, 6.2 Level 3, 6.4 Level 3, 7.2 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 4, 9.3 Level 4 rSkills Test Book: Tests 1 3, 4, & 5
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	rBook Teaching Guide: 116, 119, 164, 186, 192, 194, 210 RDI Book 1-Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 96, 170, 171, 234-238 rSkills Test Book: Tests 2 & 5 RDI Book 1-Reading Skills and Strategies: 244, 252
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 144, 164, 166, 168, 182, 190, 192, 206, 208, 210, 214, 216, 218, 220 RDI Book 1-Reading Skills and Strategies: Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set

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	purpose for reading the selection. <u>Topic Software Teaching Resources:</u> The video segments shown before each READ180 Topic CD passage set the purpose for reading.
2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	Each of the reading components teaches self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, visualizing, asking questions, etc. <u>rBook Teaching Guide:</u> 40, 217 <u>Topic Software Teaching Resources:</u> The READ180 Software allows the student to select the speed at which each passage is read. The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones. <u>Test-Taking Strategies Book:</u> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies.
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	<u>rBook Teaching Guide:</u> 38, 61 <u>RDI Book 1-Reading Skills and Strategies:</u> 318, 411 <u>Audiobook Teaching Resources:</u> Local News – 21, 32, 35, 37 (Resources – 39-41, 63-69) <u>Paperbacks Teaching Resources:</u> Dive, Book Two: The Deep; Double Dutch (Resources – 99, 119)
2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	<u>rBook Teaching Guide:</u> 14, 114, 241 <u>RDI Book 3-Strategies for English-Language Learners:</u> 23 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-47, 63-69)
2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).	Selected Examples Include: <u>rBook Teaching Guide:</u> 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison's Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means

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	Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) rSkills Test Book: Tests 2, 3, & 5
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	rBook Teaching Guide: 22-25, 46-49, 98-101, 122, 136, 141, 145, 148-151, 172-175, 196-199, 216, 221, 224-227, 242, 243-244 RDI Book 1-Reading Skills and Strategies: 250, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 RDI Book 2-Writing and Grammar Strategies: 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 RDI Book 3-Strategies for English-Language Learners: 60, 67 rSkills Test Book: Tests 4 Test-Taking Strategies Book: Practice Test – 103 & 106, Writing Prompt – 111
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	rBook Teaching Guide: 214 RDI Book 3-Strategies for English-Language Learners: 28
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	rBook Teaching Guide: 18, 29, 43, 87, 94, 114, 118, 119, 160, 169, 187, 188, 192, 218 RDI Book 1-Reading Skills and Strategies: 294, 295, 327, 328, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 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; 4.3: 127-130, 243-244, 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; 6.2: 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,

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	<p>277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> 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> Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p> <p><u>Test-Taking Strategies:</u> 66-67</p>
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>rBook Teaching Guide:</u> 218
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 397, 398</p> <p><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; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 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; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Audiobook Teaching Resources:</u> Flight #116 Is Down! – 13, 66, 101 (Resources – 33-35, 63-69), The Star Fisher – 45, 66, 83 (Resources – 57-59, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> Hear Me; Frankenstein; Score! The Greatest Athletes of All Time; Love Letters and Other Stories (Resources – 65, 81, 105, 123)</p>

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	<p><u>Test-Taking Strategies:</u> 36-38 <u>rSkills Test Book:</u> Tests 4 & 5</p>
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	<p>Each of the reading components provides an opportunity for students to identify fact and opinion, which contributes to optimal comprehension. <u>rBook Teaching Guide:</u> 81, 128 <u>RDI Book 1-Reading Skills and Strategies:</u> 321, 413 <u>Test-Taking Strategies:</u> 39-41</p>
2.4i – Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	<p><u>rBook Teaching Guide:</u> 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 190, 191, 192, 209, 213, 219, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 302,303,401 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 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; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 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; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 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) <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) <u>rSkills Test Book:</u> Test 5</p>

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2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	rBook Teaching Guide: 11, 35, 87, 111, 135, 161, 185, 193, 209
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	The Following Selected Matches Support this Objective: rBook Teaching Guide: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 227, 255, 256, 257, 258, 277, 281, 282, 286 Audiobook Teaching Resources: 28, 32, 52, 62 Paperbacks Teaching Resources: 70, 74, 84, 86, 100, 112, 116, 124, 126, 134 Test-Taking Strategies Book: Practice Test – 106 Test-Taking Strategies: Identify Persuasive Prompts – 60-61 Writing Prompts – 113
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	The Following Support this Objective: rBook Teaching Guide: 86, 94, 206C, 208-219 RDI Book 1-Reading Skills and Strategies: 304, 305, 402 Topic Software Teaching Resources: 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 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-

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	<p>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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> 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> Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109)</p>
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide

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print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests. rBook Teaching Guide: 74-77, 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 59, 79, 80, 60, 62, 82 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 63, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.	The Following Provides Opportunities to Meet this Objective: 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

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	compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Provides Opportunities to Meet this Objective: 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.
3.1b – Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	The Following Provides Opportunities to Meet this Objective: 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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87, 104-107 <u>Topic Software Teaching Resources:</u> 225, 226, 240, 244, 252 <u>Audiobook Teaching Resources:</u> 28, 35, 37, 38, 46, 65 <u>Paperbacks Teaching Resources:</u> 78, 86, 98, 130, 137
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in

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	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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	The Following Provides Opportunities to Meet this Objective: 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.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: <u>rBook Teaching Guide:</u> 86, 94, 206C, 208-219 <u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 402 <u>Topic Software Teaching Resources:</u> 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; 2.3: 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; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 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; 7.3: 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; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> 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) <u>Paperbacks Teaching Resources:</u> Secrets of Oak

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	Park; Visitors: Strange Invaders (Resources – 91, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character's actions; identify with characters.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters, setting, and author's decisions.	The Following Support this Objective: rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 RDI Book 1-Reading Skills and Strategies: 302, 303, 405 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-

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Delaware English Language Arts Grade-Level Expectations
Grade 8**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage B Matches
	<p>142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobook Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5</p>
4.2b – Understand the differences between genres.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2c – Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2f – Identify the effect of point of view.	<u>rBook Teaching Guide:</u> 60, 136
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<p>The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p> <p><u>rBook Teaching Guide:</u> 74-77, 148-151, 244</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59, 79, 80, 60, 62, 82</p> <p><u>Topic Software Teaching Resources:</u> 220, 222, 250, 267, 284, 285, 286</p> <p><u>Audiobook Teaching Resources:</u> 28, 29, 35, 38, 59, 63, 71</p> <p><u>Paperbacks Teaching Resources:</u> 76, 80, 82, 84, 98, 100, 102, 104, 106, 118, 135, 143</p>
4.4a – Use literature as a resource for shaping	

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decisions.	
4.4b – Understand social and political issues.	