

**Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C 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: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32</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: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56, 57, 58, 59, 60, 85, 86, 87, 88, 89, 90, 101, 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 56, 62, 68, 78, 84, 98, 102, 118, 128</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: <u>rBook Teaching Guide:</u> 22-27, 96-101, 120, 121, 122, 123, 124, 125, 126, 200-205, 228, 247, 248 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 86-90, 92-96, 98-102, 104-108, 110-115, 122-126, 134-138 <u>Topic Software Teaching Resources:</u> 224</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as	

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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.	<p>Selected Examples Include: <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.</p>
1.5 – Listen to and comprehend oral communications.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <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. <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p>
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	<p>Selected Examples Include: <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246; 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56 <u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70 <u>Topic Software Teaching Resources:</u> Each segment of the READ180 Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words. <u>Audiobooks Teaching Resources:</u> The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by</p>

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	listening to and discussing both familiar and conceptually challenging selections read aloud.
1.7 – Participate effectively in a discussion.	rBook Teaching Guide: 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. 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: 174 RDI Book 1 – Reading Skills and Strategies: 134, 250, 266, 268 Topic Software Teaching Resources: 1.1 Level 3; 1.2 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 3.1 Level 2; 2.2 Level 3; 2.3 Level 2; 2.3 Level 3; 2.4 Level 3 & 4; 3.3 Level 3 & 4; 3.4 Level 3 & 4; 4.1 Level 3; 5.1 Level 3; 4.2 Level 3; 4.4 Level 3; 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 3; 5.4 Level 3; 5.2 Level 4; 6.1 Level 2; 6.2 Level 3 & 4; 6.3 Level 3; 6.4 Level 2, 3 & 4; 7.1 Level 3; 7.1 Level 4; 7.2 Level 3 & 4; 7.3 Level 3; 8.1 Level 4; 8.2 Level 2 & 3; 8.4 Level 2 & 4; 9.1 Level 3; 9.2 Level 2 & 3; 9.2 Level 4; 9.3 Level 4; 9.4 Level 2 & 4 rSkills Test Book: Tests 1, 2, & 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: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5
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	The <i>Read180</i> program includes a software and audiobook component, which gives students experience with a technology-based reading and instruction and provides opportunities to meet this

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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).	objective.
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 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 purpose for reading the selection. Topic Software Teaching Resources: 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, asking questions, rereading, etc. rBook Teaching Guide: 67, 140, 146, 151, 191, 196, 220 RDI Book 1- Reading Skills and Strategies: 317
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	rBook Teaching Guide: 61, 67, 114, 143, 168 RDI Book 1- Reading Skills and Strategies: 318, 438 Paperbacks Teaching Resources: War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)
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.	The Following Provides Opportunities to Meet this Objective: rBook Teaching Guide: 18, 34, 42, 71, 92, 116, 170, 172, 196, 220 RDI Book 3-Strategies for English Language Learners: 23
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,	Selected Examples Include: rBook Teaching Guide: 58, 60, 61, 63, 64, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 164-173, 195, 244, 245, 246 RDI Book 1- Reading Skills and Strategies: 296, 297, 306, 307, 310, 311, 341, 423, 430, 431, 434,

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
cause/effect).	435 <u>Audiobook Teaching Resources:</u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141) <u>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431 <u>rSkills Test Book:</u> 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.	<u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 143, 145, 198, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 250, 338, 343 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67
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.	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 223 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84
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.	<u>RDI Book 2 – Writing and Grammar Strategies:</u> 85, 101, 175-177 <u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285 <u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132 <u>Test-Taking Strategies:</u> 68-69
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<p><u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <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><u>rBook Teaching Guide:</u> 79, 159, 216, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 321, 440 <u>Paperbacks Teaching Resources:</u> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141) <u>Test Taking Strategies:</u> 41-43</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, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287</p>

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	<p><u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><u>rSkills Test Book:</u> Test 5</p>
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.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
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.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
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.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>The <i>Read180</i> program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	<p>The Following Supports this Objective:</p> <p><u>rBook Teaching Guide:</u> 120-125, 247</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120, 122-126, 134, 135, 136, 137, 138, 139</p> <p><u>Paperbacks Teaching Resources:</u> 135</p>
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using	<p><u>rBook Teaching Guide:</u> 12, 34, 192, 219</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429</p>

**Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C Matches
critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	<p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</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.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
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.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 323, 326, 328, 441, 444</p>
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)	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-</p>

Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C Matches
acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
2.5i/2.5j – Using appropriate texts, students 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.).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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 Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43, 116-120, 122-126 <u>Paperbacks Teaching Resources:</u> 135 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read.
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).	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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	The Following Selected Matches Support this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u>

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
plagiarism.	62-67, 92-96, 104-108, 128-132 <u>Topic Software Teaching Resources:</u> 219, 255, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
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: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 9

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	<p><u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</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, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319
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.	Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u>rBook Teaching Guide:</u> 72-77, 248 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read. <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132, 135
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C 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, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 RDI Book 2 – Writing and Grammar Strategies: 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 RDI Book 3-Strategies for English Language Learners: 32</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: RDI Book 2 – Writing and Grammar Strategies: 56, 57, 58, 59, 60, 85, 86, 87, 88, 89, 90, 101, 116-120 Topic Software Teaching Resources: 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 Audiobook Teaching Resources: 47 Paperbacks Teaching Resources: 56, 62, 68, 78, 84, 98, 102, 118, 128</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: 22-27, 46-51, 96-101, 120-125, 176-177, 200-205, 228-233, 247, 248, 298 RDI Book 2 – Writing and Grammar Strategies: 80-84, 104-108, 110-115</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a	

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	Selected Examples Include: <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. <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <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.
1.6 – 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> 18, 67, 135, 136, 137, 139, 140, 246; 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary <u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70 <u>Audiobooks Teaching Resources:</u> The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.
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

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	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, 94, 118, 174 RDI Book 1 – Reading Skills and Strategies: 134, 240, 250, 266, 268 RDI Book 3-Strategies for English Language Learners: 63 Topic Software Teaching Resources: 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4 rSkills Test Book: Tests 1, 2, & 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: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5
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).	The <i>Read180</i> program includes a software and audiobook component, which gives students experience with a technology-based reading and instruction and provides opportunities to meet this objective.
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220 RDI Book 1-Reading Skills and Strategies: Each lesson contains a <i>Build Background</i> section, which

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	helps students to form mental models and set 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, asking questions, rereading, etc. <u>rBook Teaching Guide:</u> 67, 140, 146, 151, 191, 196, 220 <u>RDI Book 1- Reading Skills and Strategies:</u> 317
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> 61, 67, 114, 143, 168 <u>RDI Book 1- Reading Skills and Strategies:</u> 318, 438 <u>Paperbacks Teaching Resources:</u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)
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.	The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 18, 34, 42, 71, 92, 116, 170, 172, 196, 220 <u>RDI Book 3-Strategies for English Language Learners:</u> 23
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> 58, 61, 63, 65, 106C, 108-117, 133, 135, 137, 139, 141, 143, 145, 147, 149, 244, 245, 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 308, 309, 310, 311, 426, 427, 432, 433 <u>Audiobook Teaching Resources:</u> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Sweetgrass (Resources -113, 114, 135-140, 141) <u>rSkills Test Book:</u> 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,	<u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 143, 145, 198, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 250,

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	338, 343 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67
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.	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 223 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84, 92-96
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.	<u>RDI Book 2 – Writing and Grammar Strategies:</u> 85, 101, 175-177 <u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285 <u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132 <u>Test-Taking Strategies:</u> 68-69
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115- 118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <u>rSkills Test Book:</u> Tests 4 & 5
2.4h – Students will demonstrate an overall understanding of printed texts by (h)	<u>rBook Teaching Guide:</u> 79, 159, 216, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 321,

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
discriminating between fact and opinion.	440 <u>Paperbacks Teaching Resources:</u> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141) <u>Test Taking Strategies:</u> 41-43
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, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) <u>rSkills Test Book:</u> 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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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 Supports this Objective: <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120, 122-126, 134, 135, 136, 137, 138, 139 <u>Paperbacks Teaching Resources:</u> 135
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.	<u>rBook Teaching Guide:</u> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
2.5e – Students will be able to critically	<u>rBook Teaching Guide:</u> Shared Reading and

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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.	Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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 units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1- Reading Skills and Strategies:</u> 323, 326, 328, 441, 444
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 units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
2.5i/2.5j – Using appropriate texts, students 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.).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	are discussed with guidance from the teacher and provide opportunities to support this standard.
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 Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43, 80-82, 116-120, 134-139 <u>Paperbacks Teaching Resources:</u> 135 Each reading component gives students an opportunity to respond to what they have read through QuickWrites, Final Projects, or practice tests.
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).	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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	The Following Match Provides Opportunities to

**Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C Matches
as appropriate to a specific purpose.	Meet this Objective: The <i>Read180</i> 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> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
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	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
sensory, intellectual, and emotional elements.	<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: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5
4.2b – Understand the differences between genres.	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.
4.2c – Interpret the impact of the author's	rBook Teaching Guide: Shared Reading and

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 10**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	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, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319
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.	Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u>rBook Teaching Guide:</u> 72-77, 248 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read. <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132, 135
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C 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: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32</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: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56, 57, 58, 59, 60, 85, 86, 87, 88, 89, 90, 101, 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 56, 62, 68, 78, 84, 98, 102, 118, 128</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: <u>rBook Teaching Guide:</u> 22-27, 46-51, 96-101, 120-125, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84, 104-108, 110-115</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a	

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	<p>Selected Examples Include: <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. <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p>
1.5 – Listen to and comprehend oral communications.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <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.</p>
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	<p>Selected Examples Include: <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246; 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary <u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70 <u>Audiobooks Teaching Resources:</u> The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p>
1.7 – Participate effectively in a discussion.	<p><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</p>

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	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: 174 RDI Book 1 – Reading Skills and Strategies: 134, 250, 266, 268 Topic Software Teaching Resources: 1.1 Level 3; 1.2 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 3.1 Level 2; 2.2 Level 3; 2.3 Level 2; 2.3 Level 3; 2.4 Level 3 & 4; 3.3 Level 3 & 4; 3.4 Level 3 & 4; 4.1 Level 3; 5.1 Level 3; 4.2 Level 3; 4.4 Level 3; 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 3; 5.4 Level 3; 5.2 Level 4; 6.1 Level 2; 6.2 Level 3 & 4; 6.3 Level 3; 6.4 Level 2, 3 & 4; 7.1 Level 3; 7.1 Level 4; 7.2 Level 3 & 4; 7.3 Level 3; 8.1 Level 4; 8.2 Level 2 & 3; 8.4 Level 2 & 4; 9.1 Level 3; 9.2 Level 2 & 3; 9.2 Level 4; 9.3 Level 4; 9.4 Level 2 & 4 rSkills Test Book: Tests 1, 2, & 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: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5
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).	The <i>Read180</i> program includes a software and audiobook component, which gives students experience with a technology-based reading and instruction and provides opportunities to meet this objective.
2.3a – Students will be able to self-monitor	rBook Teaching Guide: 10, 12, 16, 18, 34, 36, 38,

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
comprehension while reading by (a) generating a purpose for reading.	40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set 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, asking questions, rereading, etc. <u>rBook Teaching Guide:</u> 67, 140, 146, 151, 191, 196, 220 <u>RDI Book 1- Reading Skills and Strategies:</u> 317
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> 61, 67, 114, 143, 168 <u>RDI Book 1- Reading Skills and Strategies:</u> 318, 438 <u>Paperbacks Teaching Resources:</u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)
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.	The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 18, 34, 42, 71, 92, 116, 170, 172, 196, 220 <u>RDI Book 3-Strategies for English Language Learners:</u> 23
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> 58, 60, 61, 63, 64, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 164-173, 195, 244, 245, 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 296, 297, 306, 307, 310, 311, 341, 423, 430, 431, 434, 435 <u>Audiobook Teaching Resources:</u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	<p><u>Paperbacks Teaching Resources:</u> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources -93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
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.	<p><u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 143, 145, 198, 246</p> <p><u>RDI Book 1 – Reading Skills and Strategies:</u> 250, 338, 343</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p>
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.	<p>The Following Selected Matches Support this Objective:</p> <p><u>rBook Teaching Guide:</u> 223</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84</p>
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.	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 85, 101, 175-177</p> <p><u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285</p> <p><u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58</p> <p><u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132</p> <p><u>Test-Taking Strategies:</u> 68-69</p>
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<p><u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443</p>
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<p><u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2:</p>

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	<p>171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287</p> <p><u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141)</p> <p><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><u>rBook Teaching Guide:</u> 79, 159, 216, 219</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 321, 440</p> <p><u>Paperbacks Teaching Resources:</u> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141)</p> <p><u>Test Taking Strategies:</u> 41-43</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, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428</p> <p><u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth</p>

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	(Resources 123, 124, 135-140, 141) 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 <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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 <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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 Supports this Objective: rBook Teaching Guide: 120-125, 247 RDI Book 2 – Writing and Grammar Strategies: 116-120, 122-126, 134, 135, 136, 137, 138, 139 Paperbacks Teaching Resources: 135
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.	rBook Teaching Guide: 12, 34, 192, 219 RDI Book 1- Reading Skills and Strategies: 304, 305, 429 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250,

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 Paperbacks Teaching Resources: Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) Audiobook Teaching Resources: Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
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.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1- Reading Skills and Strategies: 323, 326, 328, 441, 444
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.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. RDI Book 1-Reading Skills and Strategies: The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
2.5i/2.5j – Using appropriate texts, students	rBook Teaching Guide: Shared Reading and

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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 units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RD1 Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RD1 Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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 Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RD1 Book 2 – Writing and Grammar Strategies:</u> 38-43, 116-120, 122-126 <u>Paperbacks Teaching Resources:</u> 135 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read.
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).	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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	The Following Match Provides Opportunities to Meet this Objective:

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
interviews, oral reporting, forums, and technological forms of information.	The <i>Read180</i> 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Matches Support this Objective: <u>TDI Book 2 – Writing and Grammar Strategies:</u> 62-67, 92-96, 104-108, 128-132 <u>Topic Software Teaching Resources:</u> 219, 255, 260 <u>Audiobook Teaching Resources:</u> 28, 34, 56, 68
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy,	The Following Match Provides Opportunities to Meet this Objective:

**Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C Matches
bias, stereotypes, and validity	The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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: 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self	

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 11

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	(Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5
4.2b – Understand the differences between genres.	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.
4.2c – 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.	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.
4.2f – Identify the effect of point of view.	rBook Teaching Guide: 60, 134, 223, 246 RDI Book 1 – Reading Skills and Strategies: 319
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.	Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. rBook Teaching Guide: 72-77, 248 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read. RDI Book 2 – Writing and Grammar Strategies: 122-126 Topic Software Teaching Resources: 285 Audiobook Teaching Resources: 29-32, 37, 41, 49-50, 52, 58- 59, 62 Paperbacks Teaching Resources: 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132, 135
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C 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: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32</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: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 56, 57, 58, 59, 60, 85, 86, 87, 88, 89, 90, 101, 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 56, 62, 68, 78, 84, 98, 102, 118, 128</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: <u>rBook Teaching Guide:</u> 22-27, 46-51, 96-101, 120-125, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84, 104-108, 110-115</p>
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a	

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	<p>Selected Examples Include: <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. <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p>
1.5 – Listen to and comprehend oral communications.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <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.</p>
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	<p>Selected Examples Include: <u>rBook Teaching Guide:</u> 18, 67, 135, 136, 137, 139, 140, 246; 8D, 32D, 56D, 56F, 82D, 106D, 130D, 130F, 162D, 186D, 210D, 244, T56 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson includes a vocabulary and word study section, which allows students to identify and build vocabulary <u>RDI Book 3-Strategies for English Language Learners:</u> 22, 26, 28, 33, 47, 51, 52, 53, 58, 60, 63, 66, 67, 70 <u>Audiobooks Teaching Resources:</u> The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p>
1.7 – Participate effectively in a discussion.	<p><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</p>

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	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, 94, 118, 174 RDI Book 1 – Reading Skills and Strategies: 134, 240, 250, 266, 268 RDI Book 3-Strategies for English Language Learners: 63 Topic Software Teaching Resources: 1.4 Level 4; 2.1 Level 4; 2.2 Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4 rSkills Test Book: Tests 1, 2, & 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: 171, 198 RDI Book 1 – Reading Skills and Strategies: 238, 254, 264 rSkills Test Book: Tests 4 & 5
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).	The <i>Read180</i> program includes a software and audiobook component, which gives students experience with a technology-based reading and instruction and provides opportunities to meet this objective.
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	rBook Teaching Guide: 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220 RDI Book 1-Reading Skills and Strategies: Each lesson contains a <i>Build Background</i> section, which

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	helps students to form mental models and set 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, asking questions, rereading, etc. <u>rBook Teaching Guide:</u> 67, 140, 146, 151, 191, 196, 220 <u>RDI Book 1- Reading Skills and Strategies:</u> 317
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> 61, 67, 114, 143, 168 <u>RDI Book 1- Reading Skills and Strategies:</u> 318, 438 <u>Paperbacks Teaching Resources:</u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)
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.	The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 18, 34, 42, 71, 92, 116, 170, 172, 196, 220 <u>RDI Book 3-Strategies for English Language Learners:</u> 23
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> 58, 61, 63, 65, 106C, 108-117, 133, 135, 137, 139, 141, 143, 145, 147, 149, 244, 245, 246 <u>RDI Book 1- Reading Skills and Strategies:</u> 308, 309, 310, 311, 426, 427, 432, 433 <u>Audiobook Teaching Resources:</u> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Sweetgrass (Resources -113, 114, 135-140, 141) <u>rSkills Test Book:</u> 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,	<u>rBook Teaching Guide:</u> 16, 17, 18, 63, 67, 69, 87, 135, 136, 137, 138, 139, 140, 141, 143, 145, 198, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 250,

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	338, 343 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67
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.	The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 223 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 80-84, 92-96
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.	<u>RDI Book 2 – Writing and Grammar Strategies:</u> 85, 101, 175-177 <u>Topic Software Teaching Resources:</u> 264-272, 274-276, 279-280, 282-285 <u>Audiobook Teaching Resources:</u> 29, 35, 40-41, 43-44, 46-47, 50, 53, 55-56, 58 <u>Paperbacks Teaching Resources:</u> 58, 60, 70, 74, 76, 80, 88, 104, 106, 108, 112, 126, 132 <u>Test-Taking Strategies:</u> 68-69
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>RDI Book 1- Reading Skills and Strategies:</u> 325, 443
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<u>rBook Teaching Guide:</u> 186C, 188-197, 219, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 298, 299, 424, 425 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 6.4: 163-166, 261-262, 287; 7.2: 171-174, 265-266, 287; 8.1: 183-186, 271-272, 287; 9.1: 199-202, 279-280, 287; 9.3: 207-210, 283-284, 287 <u>Audiobook Teaching Resources:</u> Make Lemomade7, 75, 100, 188 (Resources – 39, 40-41, 63-68, 69); Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting (Resources – 59, 60, 135-140, 141); Forged by Fire (Resources 101, 102, 135-140, 141) <u>rSkills Test Book:</u> Tests 4 & 5
2.4h – Students will demonstrate an overall understanding of printed texts by (h)	<u>rBook Teaching Guide:</u> 79, 159, 216, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 321,

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
discriminating between fact and opinion.	440 <u>Paperbacks Teaching Resources:</u> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141) <u>Test Taking Strategies:</u> 41-43
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, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u>RDI Book 1- Reading Skills and Strategies:</u> 302, 303, 428 <u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) <u>Paperbacks Teaching Resources:</u> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) <u>rSkills Test Book:</u> 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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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 Supports this Objective: <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120, 122-126, 134, 135, 136, 137, 138, 139 <u>Paperbacks Teaching Resources:</u> 135
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.	<u>rBook Teaching Guide:</u> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
2.5e – Students will be able to critically	<u>rBook Teaching Guide:</u> Shared Reading and

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
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.	Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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 units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1- Reading Skills and Strategies:</u> 323, 326, 328, 441, 444
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 units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
2.5i/2.5j – Using appropriate texts, students 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.).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.
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.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text. <u>RDI Book 1-Reading Skills and Strategies:</u> The passages in the <i>READ180</i> Reading Strategies book

Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	are discussed with guidance from the teacher and provide opportunities to support this standard.
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 Following Selected Matches Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43, 80-82, 116-120, 134-139 <u>Paperbacks Teaching Resources:</u> 135 Each reading component gives students an opportunity to respond to what they have read through QuickWrites, Final Projects, or practice tests.
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).	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
	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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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 Matches Support this Objective: <u>rBook Teaching Guide:</u> 22, 23, 24, 25, 26, 27, 46, 47, 48, 49, 50, 51, 96, 97, 98, 99, 100, 101, 176, 177, 228, 229, 230, 231, 232, 233, 247, 298 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 104, 105, 106, 107, 108, 122, 123, 124, 125, 126, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150 <u>RDI Book 3-Strategies for English Language Learners:</u> 32
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	The Following Match Provides Opportunities to Meet this Objective: The <i>Read180</i> 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	The Following Match Provides Opportunities to

**Scholastic’s Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage C Matches
as appropriate to a specific purpose.	Meet this Objective: The <i>Read180</i> 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> 12, 34, 192, 219 <u>RDI Book 1- Reading Skills and Strategies:</u> 304, 305, 429 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.3: 79-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-276, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 <u>Paperbacks Teaching Resources:</u> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141) <u>Audiobook Teaching Resources:</u> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)
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	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
sensory, intellectual, and emotional elements.	<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: 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 RDI Book 1- Reading Skills and Strategies: 302, 303, 428 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 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, 235-236, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 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; 7.1: 167-170, 263-264, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141) rSkills Test Book: Test 5
4.2b – Understand the differences between genres.	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.
4.2c – Interpret the impact of the author's	rBook Teaching Guide: Shared Reading and

**Scholastic's Read 180, Stage C
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 12**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage C Matches
decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	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, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319
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.	Each reading component gives students an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u>rBook Teaching Guide:</u> 72-77, 248 Each of the components include worksheets, QuickWrites, Final Projects, or practice tests which allow students to respond to what they have read. <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74, 84, 86, 88, 92, 102, 116, 124, 132, 135
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	