

Scholastic Read 180, Stage B ©2005
correlated to
New York Language Arts Core Curriculum Literacy Competencies
and Grade Specific Performance Indicators

Grade 6

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage B ©2005
Core Performance Indicators: common to all four ELA standards	
Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.	
Reading	
<ul style="list-style-type: none"> • Identify purpose of reading 	rBook TE and rBook SE: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 164-166, 168, 182, 190, 210, 214, 216, 218, 220
<ul style="list-style-type: none"> • Adjust reading rate according to purpose for reading 	rBook TE and rBook SE: 40 Resources for Differentiated Instruction Book 1: 158-161, 317
<ul style="list-style-type: none"> • Use word recognition and context clues to read fluently 	rBook TE and rBook SE: 44, 45, 73, 116, 119, 147, 164, 167, 186, 192, 194, 211 Resources for Differentiated Instruction Book 1: 150, 151, 238, 239, 254, 255, 264-265 Test-Taking Strategies: 28
<ul style="list-style-type: none"> • Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary 	rBook TE and rBook SE: 96, 116, 119, 164, 170, 171, 186, 192, 194, 210, 234, 238 Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28
<ul style="list-style-type: none"> • Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order 	rBook TE and rBook SE: 32C, 34-43, 143 Resources for Differentiated Instruction Book 1: 290, 291, 325, 326, 393 Test-Taking Strategies: 36-38, 39-41, 42-43
<ul style="list-style-type: none"> • Use knowledge of punctuation to assist in comprehension 	rBook TE and rBook SE: 55A Resources for Differentiated Instruction Book 1: 158-161
<ul style="list-style-type: none"> • Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 70, 81, 86, 87, 104, 129, 136, 154, 166, 210, 217, 220 Resources for Differentiated Instruction Book 1: 317

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<ul style="list-style-type: none"> Read aloud, using inflection and intonation appropriate to text read and to audience 	rBook TE and rBook SE: 31A, 83A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 158-165 Book 3: 36
<ul style="list-style-type: none"> Maintain a personal reading list to reflect reading goals and accomplishments 	rBook TE and rBook SE: 250-251 Teaching Resources Paperbacks: 141
Listening	
<ul style="list-style-type: none"> Listen respectfully and responsively 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 70, 81, 86, 104, 129, 136, 154, 166, 210, 220
<ul style="list-style-type: none"> Identify own purpose for listening 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 42, 66, 70, 110, 118, 140, 164, 166, 206, 210, 218, 220 Resources for Differentiated Instruction Book 3: 24, 25, 29, 30, 32, 37, 41, 42, 56, 65
<ul style="list-style-type: none"> Recognize content-specific vocabulary or terminology 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 18, 36, 40, 60, 90, 94, 112, 138, 140, 160, 183, 192, 212, 218 Resources for Differentiated Instruction Book 2: 21, 22, 23, 26, 30, 32, 35, 37, 45, 46, 49, 62, 65, 70 Book 3: 21, 30, 35, 44, 49, 62 Teaching Resources Topic Software: 16, 18, 34, 40, 49, 52, 54, 58, 62, 69, 71, 103, 179, 199
<ul style="list-style-type: none"> Listen for unfamiliar words and learn their meaning 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 18, 36, 60, 85, 88, 90, 109, 110, 144, 159, 166, 183, 186, 188, 192, 212, 216 Resources for Differentiated Instruction Book 3: 21, 22, 23, 25, 29, 42, 46, 47, 50, 61, 62

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Speaking	
<ul style="list-style-type: none"> • Respond respectfully 	rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220 Resources for Differentiated Instruction Book 1: 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312 Book 3: 23, 26, 28, 33
<ul style="list-style-type: none"> • Initiate communication with peers, teachers, and others in the school community 	rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220 Resources for Differentiated Instruction Book 1: 158-163 Book 3: 21, 22, 23, 26, 34, 35, 45, 46, 50, 61, 64
<ul style="list-style-type: none"> • Use language and grammar appropriate to purpose for speaking 	rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201 Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Use facial expressions and gestures that enhance communication 	rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201 Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Establish eye contact during presentations and group discussions 	rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201 Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Use audible voice and pacing appropriate to content and audience 	rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201 Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70

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<ul style="list-style-type: none"> Use visual aids to support the presentation 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
Writing	
<ul style="list-style-type: none"> Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199, 243, 244</p> <p>Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 56-57, 58-59, 64-65, 109, 111, 113</p> <p>Teaching Resources Audiobooks: 63, 64, 65</p>
<ul style="list-style-type: none"> Determine the intended audience before writing 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134</p>
<ul style="list-style-type: none"> Use tone and language appropriate for audience and purpose 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 48, 53, 108, 123</p>
<ul style="list-style-type: none"> Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing) 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67</p>
<ul style="list-style-type: none"> Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 44, 64, 84, 89, 99, 109, 119, 124, 134</p>

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<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 223, 224-225 Test-Taking Strategies: 68
<ul style="list-style-type: none"> • Observe the rules of punctuation, capitalization, and spelling, such as <ul style="list-style-type: none"> - punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles 	rBook TE and rBook SE: 27, 103, 127, 153, 201, 246, 247 Resources for Differentiated Instruction Book 2: 18, 28, 73, 154, 155, 204, 205, 208, 209
<ul style="list-style-type: none"> - capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events 	rBook TE and rBook SE: 51, 246 Resources for Differentiated Instruction Book 2: 154, 155, 162, 163
<ul style="list-style-type: none"> - spelling of commonly misspelled words, homonyms, and content-area vocabulary 	rBook TE and rBook SE: 120, 237 Resources for Differentiated Instruction Book 1: 140, 194, 207, 208, 210, 211, 242 Book 3: 66
<ul style="list-style-type: none"> • Use correct grammatical construction in <ul style="list-style-type: none"> - parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections 	rBook TE and rBook SE: 176, 200, 228, 246 Resources for Differentiated Instruction Book 2: 23, 38, 73, 162, 163, 180, 181, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 208, 209 Book 3: 24, 38, 39, 43
<ul style="list-style-type: none"> - simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents 	rBook TE and rBook SE: 27, 152, 202, 245, 246 Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 208, 209 Book 3: 51
<ul style="list-style-type: none"> • Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 58, 118
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	rBook TE and rBook SE: 96, 170, 171

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<ul style="list-style-type: none"> Use word processing skills 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Teaching Resources Paperbacks: 136, 137</p>
Grade 6 Reading	
LITERACY COMPETENCIES	
The reading competencies common to all four ELA standards that students demonstrate during grade 6 are	
Word Recognition	
<ul style="list-style-type: none"> Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 44, 45, 116, 119, 167, 210, 234</p> <p>Resources for Differentiated Instruction Book 1: 50, 89, 107, 134, 146, 149, 150, 164, 186, 192, 194, 211, 256, 258, 260, 266, Book 3: 27, 56, 70 Test-Taking Strategies: 28</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69, 115, 179, 211</p>
<ul style="list-style-type: none"> Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy 	<p>rBook TE and rBook SE: 9, 33, 41, 57, 85, 109, 133, 159, 186, 207, 233A</p> <p>Resources for Differentiated Instruction Book 1: 163, 168-169</p>
<ul style="list-style-type: none"> Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words 	<p>rBook TE and rBook SE: 9, 33, 57, 85, 109, 133, 159, 183, 207</p> <p>Resources for Differentiated Instruction Book 1: 134, 158-165, 234-235, 256, 258, 264, 262, 266</p> <p>Teaching Resources Audiobooks: 21, 27, 33, 39, 45, 51, 115, 179, 199, 203, 207</p>

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<ul style="list-style-type: none"> Recognize at sight a large body of high-frequency words and specialized content vocabulary 	rBook TE and rBook SE: 30, 54, 82, 106, 130, 156, 180, 204, 232 Resources for Differentiated Instruction Book 1: 186, 188, 140 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69, 115, 179, 211
Background Knowledge and Vocabulary Development	
<ul style="list-style-type: none"> Extend knowledge of word meaning through direct and indirect means 	Resources for Differentiated Instruction Book 1: 244, 250, 252
<ul style="list-style-type: none"> Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning 	rBook TE and rBook SE: 44, 45, 167, 222, 223, 234, 236 Resources for Differentiated Instruction Book 1: 235, 258, 256, 266, 268, 270
<ul style="list-style-type: none"> Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts 	rBook TE and rBook SE: 8, 10, 14, 18, 36, 42, 66, 70, 84, 108, 116, 136, 142, 164, 182, 190, 210, 220 Resources for Differentiated Instruction Book 1: 250, 254, 272
<ul style="list-style-type: none"> Acquire new vocabulary by engaging with a variety of texts written by a range of different authors 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 32, 38, 60, 86, 92, 110, 116, 136, 160, 162, 183, 186, 190, 212, 218 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69, 115, 179, 211
<ul style="list-style-type: none"> Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty 	rBook TE and rBook SE: 21, 44-45, 73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223, 234-238 Resources for Differentiated Instruction Book 1: 317
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources 	rBook TE and rBook SE: 16, 34, 62, 92, 116, 118, 136, 164, 168, 186, 192, 194, 210, 218 Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28

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<ul style="list-style-type: none"> Use a thesaurus to identify synonyms and antonyms 	Resources for Differentiated Instruction Book 1: 252
Comprehension Strategies	
<ul style="list-style-type: none"> Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377, 383, 384, 386, 387-388, 389-390</p> <p>Teaching Resources Topic Software: 115-118, 179-182, 211-214 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 18, 20, 24, 27, 32, 33, 37, 38, 40, 41, 46, 50, 52</p>
<ul style="list-style-type: none"> Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read 	<p>rBook TE and rBook SE: 11, 18, 35, 84C-84D, 86-95, 111, 117, 118, 135, 161, 185, 187, 188, 209, 239</p> <p>Resources for Differentiated Instruction Book 1: 294-295, 317, 332</p> <p>Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14 Paperbacks: 20, 27, 46, 51</p>
<ul style="list-style-type: none"> Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted 	Resources for Differentiated Instruction Book 1: 317
<ul style="list-style-type: none"> Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading 	<p>rBook TE and rBook SE: 8, 10, 34, 40, 56, 58, 84, 86, 108, 114, 134, 143, 158, 160, 162, 182, 184, 186, 190, 206, 208, T58-T59</p> <p>Resources for Differentiated Instruction Book 1: 317</p>
<ul style="list-style-type: none"> Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large 	<p>rBook TE and rBook SE: 11, 35, 87, 111, 135, 161, 185, 209</p> <p>Resources for Differentiated Instruction Book 1: 332, 415</p>

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<ul style="list-style-type: none"> State or summarize a main idea and support it or elaborate on it with relevant details 	rBook TE and rBook SE: 8C-8D, 10-19, 41, 86-95, 117, 118 Resources for Differentiated Instruction Book 1: 292-293, 394 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 66, 67 Paperbacks: 16, 22, 32
<ul style="list-style-type: none"> Present a point of view or interpretation of a text, such as its theme or the author’s intended message, and support it with relevant details from the text 	rBook TE and rBook SE: 56E-56F, 58-59, 69 Resources for Differentiated Instruction Book 1: 312-313, 324 Teaching Resources Audiobooks: 22, 24 Paperbacks: 27, 49
<ul style="list-style-type: none"> Read grade-level texts and answer literal, inferential, analytic, and evaluative questions 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 60, 68, 86, 116, 118, 140, 164, 168, 190, 206, 210, 218, 220 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313 Test-Taking Strategies: 31-33, 51-53 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 18, 20, 26, 29, 33, 37, 40, 43, 44, 48, 52
<ul style="list-style-type: none"> Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions 	rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 191, 192, 209, 213 Resources for Differentiated Instruction Book 1: 302-303, 304-305, 318, 401, 402, 411 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24 Paperbacks: 14, 15, 16, 17, 19, 20, 31, 40, 44

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<ul style="list-style-type: none"> Note and describe aspects of the writer’s craft, and explain the role that crafting techniques play in helping the reader comprehend the text 	rBook TE and rBook SE: 63, 67, 141, 144, 216, 219 Resources for Differentiated Instruction Book 1: 333, 334, 335, 336, 337
<ul style="list-style-type: none"> Participate cooperatively and collaboratively in group discussions of texts 	rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 21, 24, 26, 29, 36, 37, 40, 45, 48, 51
<ul style="list-style-type: none"> Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations 	rBook TE and rBook SE: 74-77, 98-101, 148-151 Resources for Differentiated Instruction Book 1: 330, 331 Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 1: 330 Teaching Resources Paperbacks: 135, 136

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Motivation to Read	
<ul style="list-style-type: none"> Show interest in reading a wide range of texts, topics, genres, and authors 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 369, 370-371, 377, 383, 387-388, 389-390</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 17, 27, 29, 32, 33, 38, 41, 42, 48, 49, 51, 52</p>
<ul style="list-style-type: none"> Read voluntarily for a variety of purposes 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 369, 370-371, 377, 383, 387-388, 389-390</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 15, 20, 24, 29, 30, 32, 33, 37, 38, 41, 42, 48, 50, 51</p>
<ul style="list-style-type: none"> Be familiar with titles and authors of a wide range of literature 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 17, 25, 27, 28, 35, 37, 39, 41, 44, 50, 51</p>

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<ul style="list-style-type: none"> Engage in independent silent reading for extended periods of time 	Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377, 383, 384, 386, 387-388, 389-390 Teaching Resources Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Locate and use school and public library resources, with some direction, to acquire information 	Resources for Differentiated Instruction Book 1: 244, 252 Book 2: 141-143
<ul style="list-style-type: none"> Use the table of contents and indexes to locate information 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143 Book 3: 23
<ul style="list-style-type: none"> Read to collect and interpret data, facts, and ideas from multiple sources 	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143, 144-146
<ul style="list-style-type: none"> Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software 	rBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 1: 325
<ul style="list-style-type: none"> Skim material to gain an overview of content or locate specific information 	rBook TE and rBook SE: 114 Resources for Differentiated Instruction Book 1: 314
<ul style="list-style-type: none"> Use text features, such as headings, captions, and titles, to understand and interpret informational texts 	rBook TE and rBook SE: 10, 36, 86, 92, 112, 114, 160, 162, 190, 208 Resources for Differentiated Instruction Book 1: 326
<ul style="list-style-type: none"> Recognize organizational formats to assist in comprehension of informational texts 	rBook TE and rBook SE: 10, 12, 32C-32D, 34-43, 108C-108D, 112-119, 158C-158D, 160-169 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 300-301, 325, 326

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<ul style="list-style-type: none"> Identify missing, conflicting, unclear, and irrelevant information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> Distinguish between fact and opinion 	<p>rBook TE and rBook SE: 81, 128, 129</p> <p>Resources for Differentiated Instruction Book 1: 321 Test-Taking Strategies: 39-41</p>
<ul style="list-style-type: none"> Identify information that is implied rather than stated 	<p>rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 250, 302-303, 304-305 Test-Taking Strategies: 31-33</p>
<ul style="list-style-type: none"> Compare and contrast information about one topic from multiple sources 	<p>rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 323, 332</p>
<ul style="list-style-type: none"> Recognize how new information is related to prior knowledge or experience 	<p>rBook TE and rBook SE: 12, 40, 52, 86, 116, 128, 166, 184, 190, 206C-206D, 208-219</p> <p>Resources for Differentiated Instruction Book 1: 302-303</p> <p>Teaching Resources Topic Software: 25, 27, 31, 39, 54, 55, 56, 60, 61, 66 Audiobooks: 15, 17, 19, 20, 21, 23, 24 Paperbacks: 14, 15, 16, 17, 19, 20, 22, 26, 27, 34, 38, 44, 46</p>
<ul style="list-style-type: none"> Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information 	<p>rBook TE and rBook SE: 8C-8D, 10-19</p> <p>Resources for Differentiated Instruction Book 1: 292-293 Book 2: 144-146</p> <p>Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66 Paperbacks: 22, 32</p>

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<ul style="list-style-type: none"> Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance 	rBook TE and rBook SE: 16, 34, 36, 90, 169, 182C-182D, 184-193, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 323 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 63, 66 Audiobooks: 20 Paperbacks: 22, 34, 38, 46, 51
<ul style="list-style-type: none"> Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance 	rBook TE and rBook SE: 12, 32, 36, 40, 52, 80, 110, 112, 128, 160, 166, 178, 184, 186, 190, 202 Resources for Differentiated Instruction Book 1: 326, 327, 328, 329 Teaching Resources Topic Software: 24, 26, 30, 31, 32, 42, 44, 48, 54, 57, 61, 63, 67, 68
<ul style="list-style-type: none"> Condense, combine, or categorize new information from one or more sources, with assistance 	rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220 Resources for Differentiated Instruction Book 1: 332 Book 2: 144-146
<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information, with assistance 	rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 86, 90, 94, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 304-305 Teaching Resources Topic Software: 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24 Paperbacks: 14, 17, 22, 31, 34, 38, 40, 44, 46

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<ul style="list-style-type: none"> Make, confirm, or revise predictions, with assistance 	rBook TE and rBook SE: 38, 61 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21 Paperbacks: 17, 24, 25, 35, 36, 42, 45
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Read, view, and interpret texts from a variety of genres 	rBook TE and rBook SE: 60-69, 136-143, 144-145, 220-221 Resources for Differentiated Instruction Book 1: 349-350, 355-356, 358, 361, 363, 364-365, 366, 367-368, 369, 370-371, 376, 382, 386, 387-388 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25 Paperbacks: 14, 16, 24, 29, 35, 37, 40, 44, 47, 50, 52
<ul style="list-style-type: none"> Define characteristics of different genres 	rBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 330, 331, 338 Book 2: 14, 19, 24, 29, 34, 39, 134
<ul style="list-style-type: none"> Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods 	The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25 Paperbacks: 15, 17, 20, 23, 29, 33, 40, 42, 43, 52
<ul style="list-style-type: none"> Read aloud from a variety of genres (e.g., plays and poems) 	
<ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience 	rBook TE and rBook SE: 157A Resources for Differentiated Instruction Book 1: 164-165, 331 Book 3: 68
<ul style="list-style-type: none"> Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332

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<ul style="list-style-type: none"> Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres 	rBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 330, 331, 338 Book 2: 14, 19, 24, 29, 34, 39, 134 Test-Taking Strategies: 42-44
<ul style="list-style-type: none"> Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning 	rBook TE and rBook SE: 136, 140, 221 Resources for Differentiated Instruction Book 1: 274, 336
<ul style="list-style-type: none"> Recognize how different authors treat similar themes 	rBook TE and rBook SE: 70-71 Resources for Differentiated Instruction Book 1: 332, 337
<ul style="list-style-type: none"> Identify the ways in which characters change and develop throughout a story 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 306-307 Teaching Resources Audiobooks: 16, 33 Paperbacks: 23, 30, 37, 49, 50, 75, 89, 103, 127, 129
<ul style="list-style-type: none"> Interpret characters, plot, setting, and theme, using evidence from the text, with assistance 	rBook TE and rBook SE: 56C-56F, 58-69, 132C-132F, 134-143 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313 Teaching Resources Audiobooks: 15, 16, 17, 22, 30, 33, 36, 51 Paperbacks: 15, 23, 25, 29, 30, 37, 39, 40, 49, 50, 59, 75, 79, 87, 89, 103, 107, 125, 127, 129
<ul style="list-style-type: none"> Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance 	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319

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<ul style="list-style-type: none"> Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 69, 136, 140, 141, 144, 216, 221</p> <p>Resources for Differentiated Instruction Book 1: 274, 335, 336</p>
<ul style="list-style-type: none"> Recognize how the author’s use of language creates images or feelings, with assistance 	<p>rBook TE and rBook SE: 63, 67, 144</p> <p>Resources for Differentiated Instruction Book 1: 333, 334, 338</p>
<ul style="list-style-type: none"> Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance 	<p>rBook TE and rBook SE: 70-71, 144-145, 221</p> <p>Resources for Differentiated Instruction Book 1: 330, 338</p>
<ul style="list-style-type: none"> Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56N, 58-69, 132N, 132-143, 206L, 220-221</p> <p>Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25 Paperbacks: 21, 28, 36, 37, 39, 42, 45, 48, 50</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Evaluate information, ideas, opinions, and themes by identifying <ul style="list-style-type: none"> a central idea and supporting details 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 8C-8D, 10-19, 41, 86-95, 117, 118</p> <p>Resources for Differentiated Instruction Book 1: 292-293</p> <p>Teaching Resources Topic Software: 19, 21, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 66, 67 Audiobooks: 16, 22, 32 Paperbacks: 135</p>

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<ul style="list-style-type: none"> - precise and vague language 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 1: 330</p>
<ul style="list-style-type: none"> - statements of fact, opinion, and exaggeration 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 81, 128, 129</p> <p>Resources for Differentiated Instruction Book 1: 321, 322 Book 2: 94-95, 99-100, 104-105</p>
<ul style="list-style-type: none"> - missing or unclear information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 1: 323 Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135</p>
<ul style="list-style-type: none"> • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text 	<p>rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220</p> <p>Teaching Resources Topic Software: 38, 48, 49, 55, 56, 66, 68 Paperbacks: 21, 28, 36, 37, 39, 42, 45, 48, 50</p>
<ul style="list-style-type: none"> • Recognize how one's own point of view contributes to forming an opinion about information and ideas 	<p>rBook TE and rBook SE: 12, 36, 66, 92, 116, 129, 136, 162, 184, 212</p> <p>Resources for Differentiated Instruction Book 1: 324 Book 2: 99</p>

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<ul style="list-style-type: none"> • Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> - consider the background and qualifications of the writer 	<p>Resources for Differentiated Instruction Book 1: 323</p>
<ul style="list-style-type: none"> - evaluate examples, details, or reasons used to support ideas 	<p>rBook TE and rBook SE: 81, 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 323</p>
<ul style="list-style-type: none"> - identify differing points of view in texts and presentations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 81, 129</p> <p>Resources for Differentiated Instruction Book 1: 319</p>
<ul style="list-style-type: none"> - identify cultural and ethnic values and their impact on content, with assistance 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> - identify multiple levels of meaning 	<p>rBook TE and rBook SE: 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 322</p>
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 17, 18, 20, 21, 23, 24, 25 Paperbacks: 13, 19, 20, 26, 28, 31, 32, 35, 44, 52</p>
<ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the writer 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 80, 101, 125, 151, 154, 175, 199, 227, 230</p>

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<ul style="list-style-type: none"> Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 379, 380 Book 2: 123 Book 3: 34, 41, 45</p>
Grade 6 Writing	
LITERACY COMPETENCIES	
The writing competencies common to all four ELA standards that students demonstrate during grade 6 are	
Spelling	
<ul style="list-style-type: none"> Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 1: 206-227 Book 2: 14, 19, 24, 54, 64, 74, 89, 99, 109, 114, 129, 134</p>
<ul style="list-style-type: none"> Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
Handwriting	
<ul style="list-style-type: none"> Use legible print and/or cursive writing 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
Composition	
<ul style="list-style-type: none"> Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts 	<p>rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 59, 79, 99</p> <p>Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts 	<p>rBook TE and rBook SE: 74-77, 148-151</p> <p>Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 65</p>

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<ul style="list-style-type: none"> • Write on a wide range of topics, both student and teacher selected 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 101-108</p> <p>Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> • Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test-Taking Strategies: 101-108</p> <p>Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137, 138, 139, 140</p>
<ul style="list-style-type: none"> • Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19-21, 24-26, 79-81, 84-86, 94-96, 99-101, 109-112, 114-116, 129-131, 134-136</p> <p>Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> • Write, using a variety of media such as print and electronic 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134</p> <p>Teaching Resources Audiobooks: 63, 64, 65, 66, 67, 68 Paperbacks: 135, 136, 137, 138, 139, 140</p>

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<ul style="list-style-type: none"> Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229 Resources for Differentiated Instruction Book 2: 14, 39, 44, 64, 84, 89, 99, 109, 119, 124, 134
<ul style="list-style-type: none"> Use a variety of prewriting strategies to plan and organize writing 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> Review writing independently in order to revise for focus, development of ideas, organization, and language use 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134
<ul style="list-style-type: none"> Review writing independently to address editing concerns 	rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 151-153, 175-177, 199-201, 227-229 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134
<ul style="list-style-type: none"> Write for a wide variety of audiences 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134
<ul style="list-style-type: none"> Adjust style of writing, including voice and language used, according to purpose and audience 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 24-28, 34-38, 49-53, 84-88, 104-108, 114-118, 119-123, 134-138
<ul style="list-style-type: none"> Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> Review writing with teachers and peers 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227

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Motivation to Write	
<ul style="list-style-type: none"> • Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 114, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70</p> <p>Teaching Resources Topic Software: 224, 225, 226, 232, 234, 242, 258, 262, 276, 279 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> • Engage in writing voluntarily for a variety of purposes 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 114, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70</p> <p>Teaching Resources Topic Software: 224, 225, 226, 232, 234, 242, 258, 262, 276, 279 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> • Engage in writing voluntarily on a range of topics 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 114, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70</p> <p>Teaching Resources Topic Software: 224, 225, 226, 232, 234, 242, 258, 262, 276, 279 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>

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<ul style="list-style-type: none"> Publish writing in a variety of presentation or display mediums, for a variety of audiences 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 14, 44, 64, 74, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Use at least three sources of information, with appropriate citations, to develop reports 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-147
<ul style="list-style-type: none"> Take notes to record and organize relevant data, facts, and ideas 	Resources for Differentiated Instruction Book 1: 315 Book 2: 141-143, 144-146
<ul style="list-style-type: none"> State a main idea and support it with details and examples 	rBook TE and rBook SE: 24-25, 100-101, 198-199 Resources for Differentiated Instruction Book 2: 74-78, 79-83, 89-93, 144-147
<ul style="list-style-type: none"> Compare and contrast ideas and information from two or three sources 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 298, 332 Book 2: 141-143
<ul style="list-style-type: none"> Adopt an organizational format, such as chronological order, that is appropriate for informational writing 	rBook TE and rBook SE: 24-25, 100-101, 198-199 Resources for Differentiated Instruction Book 2: 74-78, 79-83, 89-93, 144-147
<ul style="list-style-type: none"> Use paragraphing to organize ideas and information 	Resources for Differentiated Instruction Book 2: 79-83, 89-93, 144-147
<ul style="list-style-type: none"> Use paraphrasing, with assistance 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 98-101 Resources for Differentiated Instruction Book 2: 141-147

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<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Include relevant and exclude irrelevant information, with assistance 	rBook TE and rBook SE: 22-25, 98-101, 196-199 Resources for Differentiated Instruction Book 2: 84-87, 144-146
<ul style="list-style-type: none"> Connect, compare, and contrast ideas and information from one or more sources, with assistance 	Resources for Differentiated Instruction Book 1: 332 Book 2: 54-58, 141-143
<ul style="list-style-type: none"> Support ideas with examples, definitions, analogies, and direct references to the text, with assistance 	Resources for Differentiated Instruction Book 2: 144-147
<ul style="list-style-type: none"> Answer questions about informational material and write accurate and complete responses, with assistance 	rBook TE and rBook SE: 31, 55, 107, 131, 181, 233
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Write original literary texts 	
<ul style="list-style-type: none"> - use organizing structures, such as stanzas, chapters, scenes, and verses 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 148-151, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 134-137
<ul style="list-style-type: none"> - develop characters, create a setting, and establish a plot 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39
<ul style="list-style-type: none"> - use examples of literary devices, such as rhythm, rhyme, simile, and personification 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> - establish a consistent point of view (e.g., first or third person) 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23, 34-38
<ul style="list-style-type: none"> - use vocabulary to create a desired effect 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43, 134-138

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<ul style="list-style-type: none"> • Write interpretive essays to <ul style="list-style-type: none"> - summarize the plot 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p>
<ul style="list-style-type: none"> - describe the characters and explain how they change 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 59-63, 79-83, 99-103</p>
<ul style="list-style-type: none"> - describe the setting and recognize its importance to the story 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p>
<ul style="list-style-type: none"> - draw a conclusion about the work 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - interpret the impact of literary devices, such as simile and personification 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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<ul style="list-style-type: none"> - recognize the impact of rhythm and rhyme in poems 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Respond to literature, connecting the response to personal experience 	<p>rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> • Express opinions and support them through specific references to the text, with assistance 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Demonstrate understanding of plot and theme, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Identify and describe characters and their motivations, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 59-63, 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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<ul style="list-style-type: none"> Analyze the impact of the setting, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> Draw conclusions and provide reasons for the conclusions, with assistance 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323 Book 2: 54-57</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing 	<p>rBook TE and rBook SE: 149-151</p> <p>Resources for Differentiated Instruction Book 2: 99-101</p>

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<ul style="list-style-type: none"> • Use supporting evidence from text to evaluate ideas, information, themes, or experiences 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Analyze the impact of an event or issue from personal, peer group, and school community perspectives 	rBook TE and rBook SE: 31, 55, 107, 131, 181 Resources for Differentiated Instruction Book 2: 104-108, 109-113
<ul style="list-style-type: none"> • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments 	rBook TE and rBook SE: 122-125, 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> • Use precise vocabulary in writing analysis and evaluation 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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<ul style="list-style-type: none"> Present clear analysis, using examples, details, and reasons from text, with assistance 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance 	rBook TE and rBook SE: 148-153 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text, with assistance 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the recipient 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136

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<ul style="list-style-type: none"> Develop a personal voice that enables the reader to get to know the writer 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 119-123, 124-128</p> <p>Teaching Resources Audiobooks: 64 Paperbacks: 136</p>
<ul style="list-style-type: none"> Write personal reactions about experiences, events, and observations, using a form of social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128</p>
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
Grade 6 Listening	
LITERACY COMPETENCIES	
The listening competencies common to all four ELA standards that students demonstrate during grade 6 are	
Listening	
<ul style="list-style-type: none"> Listen attentively, for an extended period of time, to a variety of texts read aloud 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Listen attentively, for an extended period of time, to oral presentations 	<p>Resources for Differentiated Instruction Book 3: 21, 45, 46, 62, 68, 70</p> <p>Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>

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<ul style="list-style-type: none"> Listen attentively for different purposes, both student determined and teacher determined 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 68, 70</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Respond appropriately to what is heard 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 25, 26, 27, 29, 32, 35, 37, 49, 64, 69</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Listen respectfully when others speak 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 25, 27, 29, 31, 36, 42, 44, 48, 49, 55</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 6 students demonstrate as they learn to listen include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment 	<p>rBook TE and rBook SE: 53</p> <p>Resources for Differentiated Instruction Book 1: 325 Book 2: 114 Book 3: 42</p>
<ul style="list-style-type: none"> Identify essential details for note taking 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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<ul style="list-style-type: none"> • Distinguish between fact and opinion 	rBook TE and rBook SE: 128 Resources for Differentiated Instruction Book 1: 321
<ul style="list-style-type: none"> • Identify information that is implicit rather than stated 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 208-209, 210-219 Resources for Differentiated Instruction Book 1: 302 Teaching Resources Topic Software: 25, 27, 31, 39, 54, 55, 56, 60, 61, 66 Audiobooks: 17, 19, 20, 21, 23, 24
<ul style="list-style-type: none"> • Connect new information to prior knowledge or experience 	rBook TE and rBook SE: 12, 40, 52, 86, 116, 128, 166, 184, 190, 208-209, 210-219 Teaching Resources Topic Software: 25, 27, 31, 39, 54, 55, 56, 60, 61, 66 Audiobooks: 17, 19, 20, 21, 23, 24
<ul style="list-style-type: none"> • Recall significant ideas and details, with assistance 	rBook TE and rBook SE: 10-11, 12-15, 16-19, 86-87, 118, 187, 188, 214 Teaching Resources Topic Software: 19, 21, 25, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66, 67 Audiobooks: 14, 16, 20, 22, 25
<ul style="list-style-type: none"> • Make, confirm, or revise predictions, with assistance 	rBook TE and rBook SE: 38, 61 Teaching Resources Audiobooks: 21
<ul style="list-style-type: none"> • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance 	rBook TE and rBook SE: 16, 34, 36, 63, 66, 68, 86, 90, 94, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302, 304-305 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24

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Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Distinguish different genres, such as story, biography, poem, or play 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Identify a character's motivation 	rBook TE and rBook SE: 61, 63, 65, 66, 67, 69, 137, 139, 141, 142, 143 Teaching Resources Topic Software: 18 Audiobooks: 14, 15, 16, 17, 19, 25
<ul style="list-style-type: none"> Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning 	rBook TE and rBook SE: 70-71, 136, 141, 144-145, 216, 221
<ul style="list-style-type: none"> Identify cultural and historical influences in texts and performances 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132-143, 220-221 Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance 	rBook TE and rBook SE: 148-151, 172-175 Resources for Differentiated Instruction Book 1: 322, 323 Book 2: 99-103 Teaching Resources Audiobooks: 63
<ul style="list-style-type: none"> Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104

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<ul style="list-style-type: none"> Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151, 172-175</p> <p>Resources for Differentiated Instruction Book 1: 322 Book 2: 104-108, 109-113</p>
<ul style="list-style-type: none"> Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> Identify missing or unclear information, with assistance 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 45, 46, 61, 62, 64</p>
<ul style="list-style-type: none"> Recognize friendly communication on the basis of volume, tone, and rate of the speaker’s voice 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> Recognize that social communication may include informal language, such as jargon and colloquialisms 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 45, 46, 61, 64</p>
<ul style="list-style-type: none"> Recognize the meaning of the speaker’s nonverbal cues 	<p>Resources for Differentiated Instruction Book 3: 24</p>
<p>Grade 6 Speaking</p>	
<p>LITERACY COMPETENCIES</p>	
<p>The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	
<p>Speaking</p>	
<ul style="list-style-type: none"> Speak in response to listening to a variety of texts 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 34, 70, 92, 108L, 112, 132N, 142, 160, 182L, 190, 210, 212, 220</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>

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<ul style="list-style-type: none"> • Speak in response to listening to and viewing a variety of performances 	rBook TE and rBook SE: 8L, 32L, 56N, 84L, 108L, 132N, 158L, 182L, 206L Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69
<ul style="list-style-type: none"> • Use appropriate and precise vocabulary to communicate ideas 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Use grammatically correct sentences when speaking 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Include details and examples relevant to the audience when speaking 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Communicate ideas in an organized and coherent manner 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 34, 45, 64
<ul style="list-style-type: none"> • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Respond respectfully to others, and offer feedback to others in a respectful and responsive manner 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227

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<ul style="list-style-type: none"> Participate in group discussions on a range of topics and for a variety of purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 39, 45, 46, 61, 62, 64, 70</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 17, 21, 24, 31, 33, 35, 41, 45, 49, 50, 52</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 6 students demonstrate as they learn to speak include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Synthesize and paraphrase information 	<p>Teaching Resources Topic Software: 19, 21, 25, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66, 67 Audiobooks: 14, 16, 20, 22, 25 Paperbacks: 13, 15, 19, 20, 21, 22, 24, 26, 28, 29, 31, 32, 33, 37, 38, 40, 41, 42, 44, 45, 46, 50, 51</p>
<ul style="list-style-type: none"> Make connections between sources of information 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332</p>
<ul style="list-style-type: none"> Present reports of five to seven minutes for teachers and peers on topics related to any school subject 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74</p>
<ul style="list-style-type: none"> Summarize main points as part of the conclusion 	<p>Resources for Differentiated Instruction Book 2: 74</p>
<ul style="list-style-type: none"> Use notes, outlines, and visual aids appropriate to the presentation 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74</p>
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39</p>

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Grade 6

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<ul style="list-style-type: none"> Share book reviews 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> Summarize the plot, describe the motivation of characters, and explain the importance of setting 	<p>rBook TE and rBook SE: 61, 63, 65, 66, 67, 69, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 308, 310</p> <p>Teaching Resources Topic Software: 18 Audiobooks: 14, 15, 16, 17, 18, 19, 23, 24, 25 Paperbacks: 13, 14, 15, 17, 18, 19, 20, 21, 23, 25, 29, 30, 33, 34, 35, 36, 37, 38, 40, 43, 45, 47, 48, 49</p>
<ul style="list-style-type: none"> Use notes or outlines appropriately in presentations 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 36, 60, 90, 116, 136, 142, 164, 190, 214</p>
<ul style="list-style-type: none"> Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 36, 60, 90, 116, 136, 142, 164, 190, 214</p>
<ul style="list-style-type: none"> Articulate a thesis statement and support it with details, examples, and reasons 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> Persuade, using appropriate language, tone, volume, and gestures 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> Use notes or outlines appropriately in presentations 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 47, 64
<ul style="list-style-type: none"> • Use the informal language of social communication 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> • Respect the age, gender, social position, culture, and interests of the listener 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> • Use the rules of conversation, such as avoid interrupting and respond respectfully 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64

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Grade 7

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Core Performance Indicators: common to all four ELA standards	
Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.	
Reading	
<ul style="list-style-type: none"> Identify a purpose for reading 	rBook TE and rBook SE: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 164-166, 168, 182, 190, 210, 214, 216, 218, 220
<ul style="list-style-type: none"> Adjust reading rate according to the purpose for reading 	rBook TE and rBook SE: 40 Resources for Differentiated Instruction Book 1: 158-161, 317
<ul style="list-style-type: none"> Use word recognition and context clues to read fluently 	rBook TE and rBook SE: 44, 45, 73, 116, 119, 147, 164, 167, 186, 192, 194, 211 Resources for Differentiated Instruction Book 1: 150, 151, 238, 239, 254, 255, 264-265 Test-Taking Strategies: 28
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) 	rBook TE and rBook SE: 96, 116, 119, 164, 170, 171, 186, 192, 194, 210, 234, 238 Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28
<ul style="list-style-type: none"> Distinguish between dictionary meaning and implied meaning of the author's words 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 250
<ul style="list-style-type: none"> Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast 	rBook TE and rBook SE: 32C, 34-43, 143 Resources for Differentiated Instruction Book 1: 290, 291, 325, 326, 393 Test-Taking Strategies: 36-38, 39-41, 42-43
<ul style="list-style-type: none"> Use knowledge of punctuation to assist in comprehension 	rBook TE and rBook SE: 55A Resources for Differentiated Instruction Book 1: 158-161

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<ul style="list-style-type: none"> Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension 	rBook TE and rBook SE: 10, 70, 81, 86, 87, 104, 129, 136, 154, 166, 210, 217, 220 Resources for Differentiated Instruction Book 1: 317
<ul style="list-style-type: none"> Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts 	The opportunity to address this objective is available. See the following: Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52
<ul style="list-style-type: none"> Maintain a personal reading list to reflect reading accomplishments 	rBook TE and rBook SE: 250-251 Teaching Resources Paperbacks: 141
Listening	
<ul style="list-style-type: none"> Adapt listening strategies to different purposes and setting 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 42, 66, 70, 110, 118, 140, 164, 166, 206, 210, 218, 220 Resources for Differentiated Instruction Book 1: 158-165 Book 3: 24, 25, 29, 30, 32, 37, 41, 42, 56, 65
<ul style="list-style-type: none"> Listen respectfully and responsively 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 70, 81, 86, 104, 129, 136, 154, 166, 210, 220
<ul style="list-style-type: none"> Identify own purpose for listening 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 42, 66, 70, 110, 118, 140, 164, 166, 206, 210, 218, 220 Resources for Differentiated Instruction Book 3: 24, 25, 29, 30, 32, 37, 41, 42, 56, 65

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<ul style="list-style-type: none"> Recognize content-specific vocabulary or terminology 	<p>rBook TE and rBook SE: 9, 18, 36, 40, 60, 90, 94, 112, 138, 140, 160, 183, 192, 212, 218</p> <p>Resources for Differentiated Instruction Book 2: 21, 22, 23, 26, 30, 32, 35, 37, 45, 46, 49, 62, 65, 70 Book 3: 21, 30, 35, 44, 49, 62</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 52, 54, 58, 62, 69</p>
Speaking	
<ul style="list-style-type: none"> Respond respectfully 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Resources for Differentiated Instruction Book 1: 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312 Book 3: 23, 26, 28, 33</p>
<ul style="list-style-type: none"> Initiate communication with peers and adults in the school and local community 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 1: 158-163 Book 3: 21, 22, 23, 26, 34, 35, 45, 46, 50, 61, 64</p>
<ul style="list-style-type: none"> Adapt language and presentational features for the audience and purpose 	<p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 22, 23, 26, 34, 35, 45, 46, 50, 61, 64</p>
<ul style="list-style-type: none"> Use language and grammar appropriate to the purpose for speaking 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>

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<ul style="list-style-type: none"> • Use volume, tone, pitch, and rate appropriate to content and audience 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Use effective nonverbal communication 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Use visual aids to enhance the presentation 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Establish and maintain eye contact with audience 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>

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Writing	
<ul style="list-style-type: none"> Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 101-108 Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Identify the intended audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134
<ul style="list-style-type: none"> Use tone and language appropriate to audience and purpose 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 48, 53, 108, 123
<ul style="list-style-type: none"> Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing) 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134
<ul style="list-style-type: none"> Write clear, concise, and varied sentences, developing a personal writing style and voice 	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 154-155, 158-159, 208-209, 210-211, 212-213

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<ul style="list-style-type: none"> • Observe rules of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters - use italics and underlining for titles - capitalize proper nouns, such as geographical names, academic courses, and organizations - spell correctly commonly misspelled words, homonyms, and content-area vocabulary 	<p>rBook TE and rBook SE: 27, 103, 127, 153, 201, 246, 247</p> <p>Resources for Differentiated Instruction Book 2: 18, 28, 73, 154, 155, 204, 205, 208, 209</p> <p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 141, 147</p> <p>rBook TE and rBook SE: 51, 246</p> <p>Resources for Differentiated Instruction Book 2: 154, 155, 162, 163</p> <p>rBook TE and rBook SE: 120, 237</p> <p>Resources for Differentiated Instruction Book 1: 140, 194, 207, 208, 210, 211, 242</p>
<ul style="list-style-type: none"> • Use correct grammatical construction in <ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice 	<p>rBook TE and rBook SE: 176, 200, 228, 246</p> <p>Resources for Differentiated Instruction Book 2: 23, 38, 73, 162, 163, 180, 181, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 208, 209 Book 3: 24, 38, 39, 43</p> <p>rBook TE and rBook SE: 27, 152, 202, 245, 246</p> <p>Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 178, 179, 208, 209 Book 3: 51</p>
<ul style="list-style-type: none"> • Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts 	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Resources for Differentiated Instruction Book 2: 58, 118</p>
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244, 252</p>

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<ul style="list-style-type: none"> Use computer software (e.g., word processing, import graphics) to support the writing process 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Teaching Resources Paperbacks: 137</p>
<ul style="list-style-type: none"> Write for an authentic purpose, including publication 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134</p>
Grade 7 Reading	
LITERACY COMPETENCIES	
The reading competencies common to all four ELA standards that students demonstrate during grade 7 are	
Word Recognition	
<ul style="list-style-type: none"> Recognize at sight a large body of words and specialized-content vocabulary 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 30, 54, 82, 106, 130, 156, 180, 204, 232</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69, 115, 179, 211</p>
<ul style="list-style-type: none"> Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately 	<p>rBook TE and rBook SE: 44, 45, 167, 234</p> <p>Resources for Differentiated Instruction Book 1: 50, 89, 107, 134, 146, 149, 150, 164, 186, 192, 194, 211, 256, 258, 260, 266 Book 3: 27, 56, 70 Test-Taking Strategies: 28</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69, 115, 179, 211</p>
<ul style="list-style-type: none"> Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy 	<p>rBook TE and rBook SE: 18, 34, 68, 116, 118, 164, 186, 192, 194, 212</p> <p>Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28</p>

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Background Knowledge and Vocabulary	
<ul style="list-style-type: none"> Develop vocabulary through extensive reading of a variety of texts across subjects and genres 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 32, 38, 60, 86, 92, 110, 116, 136, 160, 162, 183, 186, 190, 212, 218</p>
<ul style="list-style-type: none"> Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning 	<p>rBook TE and rBook SE: 44, 45, 167, 222, 223, 234, 236</p> <p>Resources for Differentiated Instruction Book 1: 235, 258, 256, 266, 268, 270</p>
<ul style="list-style-type: none"> Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues 	<p>rBook TE and rBook SE: 8, 10, 14, 18, 36, 42, 66, 70, 84, 108, 116, 136, 142, 164, 182, 190, 210, 220</p> <p>Resources for Differentiated Instruction Book 1: 250, 254, 272</p>
<ul style="list-style-type: none"> Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary 	<p>rBook TE and rBook SE: 16, 34, 62, 92, 118, 119, 136, 164, 168, 186, 192, 194, 210</p> <p>Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28</p>
Comprehension/Response	
<ul style="list-style-type: none"> Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377-388, 383, 384, 386, 387, 389-390</p> <p>Teaching Resources Topic Software: 115-118, 179-182, 211-214 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 18, 20, 24, 27, 32, 33, 37, 38, 40, 41, 46, 50, 52</p>

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<ul style="list-style-type: none"> Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading 	rBook TE and rBook SE: 8C-8D, 10-19, 41, 56E-56F, 69, 71, 86-95, 117, 118, 187 Resources for Differentiated Instruction Book 1: 292-293, 312-313, 394, 395 Teaching Resources Topic Software: 19, 21, 25, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66, 67 Audiobooks: 14, 22, 24 Paperbacks: 16, 22, 27, 32, 49
<ul style="list-style-type: none"> Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading 	rBook TE and rBook SE: 11, 18, 35, 84C-84D, 86-95, 111, 117, 118, 135, 161, 185, 187, 188, 209, 239 Resources for Differentiated Instruction Book 1: 294-295, 317, 332 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Paperbacks: 20, 27, 46, 51
<ul style="list-style-type: none"> Identify and analyze points of view presented in written texts 	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319, 324
<ul style="list-style-type: none"> Extend understanding of texts by relating content to personal experiences, other texts, and/or world events 	rBook TE and rBook SE: 11, 31, 35, 55, 87, 107, 111, 131, 135, 161, 181, 185, 209 Resources for Differentiated Instruction Book 1: 332, 415

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<ul style="list-style-type: none"> Participate in group discussions to further understanding and response to reading 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 21, 24, 26, 29, 36, 37, 40, 45, 48, 51</p>
<ul style="list-style-type: none"> Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations 	<p>rBook TE and rBook SE: 74-77, 98-101, 148-151</p> <p>Resources for Differentiated Instruction Book 1: 330, 331</p> <p>Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140</p>
<ul style="list-style-type: none"> Read grade-level texts with appropriate expression, phrasing, and rate of reading 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Resources for Differentiated Instruction Book 1: 164-165</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69</p>
Motivation to Read	
<ul style="list-style-type: none"> Develop personal reading goals and maintain records of reading accomplishments 	<p>rBook TE and rBook SE: 250-251</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Paperbacks: 141</p>

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<ul style="list-style-type: none"> Read voluntarily for a variety of purposes 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 369, 370-371, 377, 383, 387-388, 389-390</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52</p>
<ul style="list-style-type: none"> Be familiar with titles and authors of a wide range of grade- or age-appropriate literature 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 17, 25, 27, 28, 35, 37, 39, 41, 44, 50, 51</p>
<ul style="list-style-type: none"> Engage in independent silent reading for extended periods of time 	<p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377, 383, 384, 386, 387-388, 389-390</p> <p>Teaching Resources Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Locate and use school and public library resources to acquire information 	<p>Resources for Differentiated Instruction Book 1: 244, 252 Book 2: 141-143</p>
<ul style="list-style-type: none"> Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer 	<p>Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143, 144-146</p>

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<ul style="list-style-type: none"> Preview informational texts, with guidance, to assess content and organization and select texts useful for the task 	rBook TE and rBook SE: 10, 12, 16, 34, 40, 86, 92, 110, 166, 178 Resources for Differentiated Instruction Book 1: 326
<ul style="list-style-type: none"> Use indexes to locate information and glossaries to define terms 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 234-238 Resources for Differentiated Instruction Book 1: 244 Book 2: 141-143 Book 3: 23
<ul style="list-style-type: none"> Use knowledge of structure, content, and vocabulary to understand informational text 	rBook TE and rBook SE: 12, 32, 36, 40, 52, 80, 110, 112, 128, 160, 166, 178, 184, 186, 190, 202 Resources for Differentiated Instruction Book 1: 326, 327, 328, 329 Teaching Resources Topic Software: 24, 26, 30, 31, 32, 42, 44, 48, 54, 57, 61, 63, 67, 68
<ul style="list-style-type: none"> Distinguish between relevant and irrelevant information 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322, 323
<ul style="list-style-type: none"> Identify missing, conflicting, and/or unclear information 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322, 323
<ul style="list-style-type: none"> Formulate questions to be answered by reading informational text, with assistance 	rBook TE and rBook SE: 36, 40, 92, 112, 116, 162, 190, 192

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<ul style="list-style-type: none"> Compare and contrast information from a variety of different sources 	rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220 Resources for Differentiated Instruction Book 1: 323, 332
<ul style="list-style-type: none"> Condense, combine, or categorize new information from one or more sources 	rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220 Resources for Differentiated Instruction Book 1: 332 Book 2: 144-146
<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information 	rBook TE and rBook SE: 16, 34, 36, 63, 66, 68, 86, 90, 94, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 304-305 Teaching Resources Topic Software: 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24 Paperbacks: 14, 17, 22, 31, 34, 38, 40, 44, 46
<ul style="list-style-type: none"> Make, confirm, or revise predictions 	rBook TE and rBook SE: 38, 61 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21 Paperbacks: 17, 24, 25, 35, 36, 42, 45
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Recognize that one text may generate multiple interpretations 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Paperbacks: 135, 136

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<ul style="list-style-type: none"> Interpret characters, plot, setting, and theme, using evidence from the text 	rBook TE and rBook SE: 58-69, 134-143, 210-219 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313 Book 2: 14, 19, 24, 29, 34, 39 Test-Taking Strategies: 42-44
<ul style="list-style-type: none"> Identify the author’s point of view, such as first-person narrator and omniscient narrator 	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319
<ul style="list-style-type: none"> Recognize recurring themes in a variety of literary works 	rBook TE and rBook SE: 70-71 Resources for Differentiated Instruction Book 1: 332, 337
<ul style="list-style-type: none"> Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author’s message or intent 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 69, 136, 140, 141, 144, 216, 221 Resources for Differentiated Instruction Book 1: 274, 335, 336
<ul style="list-style-type: none"> Recognize how the author’s use of language creates images or feelings 	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 333, 334, 338
<ul style="list-style-type: none"> Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry 	rBook TE and rBook SE: 70-71, 144-145, 221 Resources for Differentiated Instruction Book 1: 330, 338
<ul style="list-style-type: none"> Read silently and aloud from a variety of genres, authors, and themes 	rBook TE and rBook SE: 60-69, 70-71, 136-143, 144-145, 220-221 Teaching Resources Topic Software: 18, 49, 50, 57, 63, 69 Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52
<ul style="list-style-type: none"> Identify questions of personal importance and interest, and list works of literature that addresses them 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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<ul style="list-style-type: none"> Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 134-143</p> <p>Teaching Resources Audiobooks: 15, 16, 17, 22, 30, 33, 36, 39, 42, 51 Paperbacks: 15, 23, 25, 29, 30, 37, 39, 40, 49, 50, 59, 75, 79, 87, 89, 103, 107, 125, 127, 129</p>
<ul style="list-style-type: none"> Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56N, 58-69, 132N, 132-143, 206L, 220-221</p> <p>Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25 Paperbacks: 21, 28, 36, 37, 39, 42, 45, 48, 50</p>
<ul style="list-style-type: none"> Compare a film, video, or stage version of a literary work with the written version 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> identify conflicting information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> consider the background and qualifications of the writer 	<p>Resources for Differentiated Instruction Book 1: 323</p>
<ul style="list-style-type: none"> evaluate examples, details, or reasons used to support ideas 	<p>rBook TE and rBook SE: 81, 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 323</p>
<ul style="list-style-type: none"> identify propaganda, with assistance 	<p>rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322</p>

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<ul style="list-style-type: none"> - identify techniques used to persuade, such as emotional and ethical appeals, with assistance 	rBook TE and rBook SE: 129 Resources for Differentiated Instruction Book 1: 322
<ul style="list-style-type: none"> - identify differing points of view in texts and presentations 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 81, 129 Resources for Differentiated Instruction Book 1: 319
<ul style="list-style-type: none"> - identify cultural and ethnic values and their impact on content 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> - identify multiple levels of meaning 	rBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322
<ul style="list-style-type: none"> • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 323 Book 2: 99-103 Teaching Resources Paperbacks: 135
<ul style="list-style-type: none"> • Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues 	rBook TE and rBook SE: 12, 36, 66, 92, 116, 129, 136, 162, 184, 212 Resources for Differentiated Instruction Book 1: 324 Book 2: 99

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Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 17, 18, 20, 21, 23, 24, 25 Paperbacks: 13, 19, 20, 26, 28, 31, 32, 35, 44, 52</p>
<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 80, 101, 125, 151, 154, 175, 199, 227, 230</p>
<ul style="list-style-type: none"> Recognize conversational tone in social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 379, 380 Book 3: 34, 41, 45</p>
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 379, 380 Book 2: 123 Book 3: 34, 41, 45</p>
Grade 7 Writing	
LITERACY COMPETENCIES	
The writing competencies common to all four ELA standards that students demonstrate during grade 7 are	
Written Language Conventions	
<ul style="list-style-type: none"> Correctly spell a large body of words 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 1: 206-227 Book 2: 14, 19, 24, 54, 64, 74, 89, 99, 109, 114, 129, 134</p>
<ul style="list-style-type: none"> Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
<ul style="list-style-type: none"> Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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Composition	
<ul style="list-style-type: none"> Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer's notebook, using graphic organizers, etc. 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> Write on a wide range of topics, both student and teacher selected 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 101-108 Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172, 175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test-Taking Strategies: 101-108 Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Write for a range of audiences, adjusting writing style and tone accordingly 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134

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<ul style="list-style-type: none"> • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 59, 79, 99 Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts 	rBook TE and rBook SE: 74-77, 148-151 Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 65
<ul style="list-style-type: none"> • Revise writing to improve organization, clarity, and coherence 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 29, 39, 44, 49, 69, 84, 89, 94, 103, 114, 119, 124, 129, 134
<ul style="list-style-type: none"> • Edit writing to adhere to the conventions of written English 	rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 151-153, 175-177, 199-201, 227-229 Resources for Differentiated Instruction Book 2: 14, 19, 29, 39, 44, 49, 69, 84, 89, 94, 103, 114, 119, 124, 129, 134
<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227
<ul style="list-style-type: none"> • Write, using a variety of media to communicate ideas and information 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Teaching Resources Audiobooks: 63, 64, 65, 66, 67, 68 Paperbacks: 135, 136, 137, 138, 139, 140

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Motivation to Write	
<ul style="list-style-type: none"> Engage in writing voluntarily for a variety of purposes, topics, and audiences 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 114, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70</p> <p>Teaching Resources Topic Software: 224, 225, 226, 232, 234, 242, 258, 262, 276, 279 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137</p>
<ul style="list-style-type: none"> Publish writing in a variety of presentation or display media 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 74, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Use several sources of information, in addition to an encyclopedia, in developing research reports 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-147</p>
<ul style="list-style-type: none"> Identify an appropriate format for sharing information with an intended audience 	<p>rBook TE and rBook SE: 24-25, 100-101, 198-199</p> <p>Resources for Differentiated Instruction Book 2: 74-78, 79-83, 89-93, 144-147</p>
<ul style="list-style-type: none"> Take research notes, using a note-taking process, with assistance 	<p>Resources for Differentiated Instruction Book 1: 315 Book 2: 141-143, 144-146</p>
<ul style="list-style-type: none"> Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance 	<p>rBook TE and rBook SE: 22-25, 98-101</p> <p>Resources for Differentiated Instruction Book 2: 74-78, 89-93, 139-146 Test-Taking Strategies: 64-65, 66-67</p>

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<ul style="list-style-type: none"> • Include relevant information and exclude irrelevant information 	rBook TE and rBook SE: 22-25, 98-101, 196-199 Resources for Differentiated Instruction Book 2: 84-87, 144-146
<ul style="list-style-type: none"> • Use paraphrase and quotation correctly 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 98-101 Resources for Differentiated Instruction Book 2: 141-147
<ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information from one or more sources 	Resources for Differentiated Instruction Book 2: 54-58, 141-143
<ul style="list-style-type: none"> • Support ideas with examples, definitions, analogies, and direct references to the text 	Resources for Differentiated Instruction Book 2: 147
<ul style="list-style-type: none"> • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 84, 89
<ul style="list-style-type: none"> • Cite sources in footnotes and bibliography, using correct form, with assistance 	Resources for Differentiated Instruction Book 2: 141-147
<ul style="list-style-type: none"> • Write accurate and complete responses to questions about informational material 	rBook TE and rBook SE: 31, 55, 107, 131, 181, 233
<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Write original literary texts to <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 24-28, 29-33, 39-43
<ul style="list-style-type: none"> - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 19-23, 24-28, 29-33, 34-38, 39-43

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- develop complex characters and create a setting	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39
- use literary devices	Resources for Differentiated Instruction Book 2: 134-138
- maintain a consistent point of view that enhances the message	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23, 34-38
- select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 19-23, 24-28, 29-33, 34-38, 39-43
- use language that is creative	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43, 134-138
• Write interpretive and responsive essays of approximately three pages to	
- express opinions and support them through specific references to the text	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135

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<ul style="list-style-type: none"> - demonstrate understanding of plot and theme 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - identify and describe characters and their motivations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 59-63, 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - analyze the impact of the setting 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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<ul style="list-style-type: none"> - draw conclusions and provide reasons for the conclusions 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - compare and contrast characters, setting, mood, and voice in more than one literary text or performance 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332 Book 2: 54-57</p>
<ul style="list-style-type: none"> - make connections between literary text and personal experience or knowledge 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Present clear analysis, using examples, details, and reasons from text 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> Present a hypothesis and predict possible outcomes 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	rBook TE and rBook SE: 148-153 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Compare and contrast literary elements in more than one genre and/or by more than one author 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the recipient 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128</p> <p>Teaching Resources Audiobooks: 64 Paperbacks: 136</p>
<ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 119-123, 124-128</p> <p>Teaching Resources Audiobooks: 64 Paperbacks: 136</p>
<ul style="list-style-type: none"> • Write personal reactions about experiences, events, and observations, using a form of social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128</p>
<ul style="list-style-type: none"> • Identify the social communication techniques of published writers 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social communication 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> • Use the conventions of email 	<p>The opportunity to address this objective is available. See the following: Teaching Resources Paperbacks: 58, 60</p>

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
Grade 7 Listening	
LITERACY COMPETENCIES	
The listening competencies common to all four ELA standards that students demonstrate during grade 7 are	
Listening	
<ul style="list-style-type: none"> • Listen actively and attentively, for an extended period of time, to a variety of texts read aloud 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> • Listen actively and attentively, for an extended period of time, to oral presentations 	<p>Resources for Differentiated Instruction Book 3: 21, 45, 46, 62, 68, 70</p> <p>Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> • Listen actively and attentively, for an extended period of time, for different purposes and to different speakers 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 68, 70</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> • Respond appropriately to what was heard 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 25, 26, 27, 29, 32, 35, 37, 46, 64, 69</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 7 students demonstrate as they learn to listen include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Identify essential information for note taking 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Listen in planning or brainstorming sessions with peers 	rBook TE and rBook SE: 23, 99 Resources for Differentiated Instruction Book 1: Book 2: 69, 74, 79, 84, 89, 114
<ul style="list-style-type: none"> Listen to and follow multistep directions that provide information about a task or assignment 	rBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 1: 325 Book 2: 114 Book 3: 42
<ul style="list-style-type: none"> Recall significant ideas and details, and describe the relationships between and among them 	rBook TE and rBook SE: 10-11, 12-15, 16-19, 86-87, 118, 187, 188, 214 Teaching Resources Topic Software: 19, 21, 25, 27, 30, 32, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66, 67 Audiobooks: 14, 16, 20, 22, 25
<ul style="list-style-type: none"> Distinguish between relevant and irrelevant oral information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information 	rBook TE and rBook SE: 38, 61 Teaching Resources Audiobooks: 21
<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit information 	rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 86, 90, 94, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302, 304-305 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Recognize that the speaker’s voice quality and delivery impact communication, with assistance 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Interpret and respond to texts on a variety of themes from different genres and authors 	rBook TE and rBook SE: 60-69, 70-71, 134-143, 144-145, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25
<ul style="list-style-type: none"> Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text 	rBook TE and rBook SE: 60-69, 70-71, 136-143, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25
<ul style="list-style-type: none"> Recognize different levels of meaning in presentations 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Identify how the author’s choice of words/characterization and use of other literary devices affect the listener’s interpretation of the oral text, with assistance 	rBook TE and rBook SE: 70-71, 136, 141, 144-145, 216, 221
<ul style="list-style-type: none"> Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the listener’s interpretation of poetry, with assistance 	rBook TE and rBook SE: 70-71, 144-145, 220-221
<ul style="list-style-type: none"> Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Recognize social, historical, and cultural features in presentations of literary texts, with assistance 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132-143, 220-221 Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences 	rBook TE and rBook SE: 148-151, 172-175 Resources for Differentiated Instruction Book 1: 322, 323 Book 2: 99-103 Teaching Resources Audiobooks: 63
<ul style="list-style-type: none"> Recognize multiple levels of meaning 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives 	Teaching Resources Topic Software: 19, 20, 27, 32, 36, 37, 44, 48, 49, 50, 51, 56, 60, 62, 63, 67, 69 Audiobooks: 18
<ul style="list-style-type: none"> Recognize persuasive techniques, such as emotional and ethical appeals, in presentations 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151, 172-175 Resources for Differentiated Instruction Book 1: 322 Book 2: 104-108, 109-113
<ul style="list-style-type: none"> Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Identify missing or unclear information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Evaluate the organization of presentations 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends or acquaintances 	Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 70

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 45, 46, 61, 62, 64
<ul style="list-style-type: none"> Listen for more than one level of meaning 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Withhold judgment 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Appreciate the speaker’s uniqueness 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Grade 7 Speaking	
LITERACY COMPETENCIES	
The speaking competencies common to all four ELA standards that students demonstrate during grade 7 are	
Speaking	
<ul style="list-style-type: none"> Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 22, 23, 26, 34, 35, 45, 46, 50, 61, 64
<ul style="list-style-type: none"> Use appropriate and precise vocabulary to convey ideas effectively 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 34, 45, 46, 61, 62, 64
<ul style="list-style-type: none"> Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Participate actively and productively in group discussions 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 39, 45, 46, 61, 62, 64, 70</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 21, 24, 26, 29, 36, 37, 40, 45, 48, 51</p>
<ul style="list-style-type: none"> Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 7 students demonstrate as they learn to speak include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Prepare and give presentations on informational topics 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74</p>
<ul style="list-style-type: none"> Contribute to group discussions by offering comments to clarify ideas and information 	<p>rBook TE and rBook SE: 10, 89, 110, 113, 160, 164, 185, 190, 206, 214</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 51</p>
<ul style="list-style-type: none"> Present information to address audience needs 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74</p>
<ul style="list-style-type: none"> Present examples, definitions, and direct references to the text in support of ideas 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332
<ul style="list-style-type: none"> • Use the conventions of the presentational format for panel discussions and mock trials 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • Ask questions to clarify information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Present interpretations and support them through specific references to the text 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Paperbacks: 135, 136
<ul style="list-style-type: none"> • Explain social, historical, and cultural features of literary text 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • Present original literary texts, using language and text structures that are inventive; for example, 	
<ul style="list-style-type: none"> - use conventions of the literary genre, such as story, poem, and play 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39
<ul style="list-style-type: none"> - use an introduction that catches and excites the interest of the listener 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39
<ul style="list-style-type: none"> • Ask and respond to questions to clarify an interpretation or response to literary texts and performances 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic Read 180, Stage B ©2005
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> • Express opinions or judgments about information, ideas, opinions, themes, and experiences 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 36, 60, 90, 116, 136, 142, 164, 190, 214
<ul style="list-style-type: none"> • Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 160-169, 184-193
<ul style="list-style-type: none"> • State a hypothesis and predict possible outcomes 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • Present content, using strategies designed for the audience and purpose 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Present a subject from one or more perspectives 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • Credit sources of information and opinions accurately in presentations and handouts, with assistance 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • Ask and respond to questions to clarify an opinion or judgment 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> • Provide feedback by asking questions 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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Grade 7

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 7	Scholastic <i>Read 180, Stage B</i> ©2005
<ul style="list-style-type: none"> • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64</p>
<ul style="list-style-type: none"> • Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 41, 45, 67</p>
<ul style="list-style-type: none"> • Adopt conventions of email to establish friendly tone in electronic-based social communication 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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Grade 8

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 8	Scholastic Read 180, Stage B ©2005
Core Performance Indicators: common to all four ELA standards	
Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.	
Reading	
<ul style="list-style-type: none"> Identify a purpose for reading 	rBook TE and rBook SE: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 164-166, 168, 182, 190, 210, 214, 216, 218, 220
<ul style="list-style-type: none"> Adjust reading rate according to the purpose for reading 	rBook TE and rBook SE: 40 Resources for Differentiated Instruction Book 1: 158-161, 317
<ul style="list-style-type: none"> Use word recognition and context clues to read fluently 	rBook TE and rBook SE: 44, 45, 73, 116, 119, 147, 164, 167, 186, 192, 194, 211 Resources for Differentiated Instruction Book 1: 150, 151, 238, 239, 254, 255, 264-265 Test-Taking Strategies: 28
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) 	rBook TE and rBook SE: 96, 116, 119, 164, 170, 171, 186, 192, 194, 210, 234, 238 Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28
<ul style="list-style-type: none"> Distinguish between dictionary meaning and implied meaning of the author's words 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 250
<ul style="list-style-type: none"> Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast 	rBook TE and rBook SE: 32C, 34-43, 143 Resources for Differentiated Instruction Book 1: 290, 291, 325, 326, 393 Test-Taking Strategies: 36-38, 39-41, 42-43
<ul style="list-style-type: none"> Use knowledge of punctuation to assist in comprehension 	rBook TE and rBook SE: 55A Resources for Differentiated Instruction Book 1: 158-161

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Grade 8

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 8	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension 	rBook TE and rBook SE: 10, 70, 81, 86, 87, 104, 129, 136, 154, 166, 210, 217, 220 Resources for Differentiated Instruction Book 1: 317
<ul style="list-style-type: none"> Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts 	The opportunity to address this objective is available. See the following: Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52
<ul style="list-style-type: none"> Maintain a personal reading list to reflect reading accomplishments 	rBook TE and rBook SE: 250-251 Teaching Resources Paperbacks: 141
Listening	
<ul style="list-style-type: none"> Adapt listening strategies to different purposes and settings 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 42, 66, 70, 110, 118, 140, 164, 166, 206, 210, 218, 220 Resources for Differentiated Instruction Book 3: 24, 25, 29, 30, 32, 37, 41, 42, 56, 65
<ul style="list-style-type: none"> Listen respectfully and responsively 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 70, 81, 86, 104, 129, 136, 154, 166, 210, 220
<ul style="list-style-type: none"> Identify own purpose for listening 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 42, 66, 70, 110, 118, 140, 164, 166, 206, 210, 218, 220 Resources for Differentiated Instruction Book 3: 24, 25, 29, 30, 32, 37, 41, 42, 56, 65

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<ul style="list-style-type: none"> Recognize content-specific vocabulary or terminology 	<p>rBook TE and rBook SE: 9, 18, 36, 40, 60, 90, 94, 112, 138, 140, 160, 183, 192, 212, 218</p> <p>Resources for Differentiated Instruction Book 2: 21, 22, 23, 26, 30, 32, 35, 37, 45, 46, 49, 62, 65, 70 Book 3: 21, 30, 35, 44, 49, 62</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 52, 54, 58, 62, 69</p>
Speaking	
<ul style="list-style-type: none"> Respond respectfully 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Resources for Differentiated Instruction Book 1: 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312</p>
<ul style="list-style-type: none"> Initiate communication with peers and adults in the school and local community 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 1: 158-163 Book 3: 21, 22, 23, 26, 34, 35, 45, 46, 50, 61, 64</p>
<ul style="list-style-type: none"> Adapt language and presentational features for the audience and purpose 	<p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 22, 23, 26, 34, 35, 45, 46, 50, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> Use language and grammar appropriate to the purpose for speaking 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>

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<ul style="list-style-type: none"> • Use volume, tone, pitch, and rate appropriate to content and audience 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Use effective nonverbal communication 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Use visual aids to enhance the presentation 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> • Establish and maintain eye contact with audience 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-79, 98-103, 148-153, 172-177, 196-201</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>

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Writing	
<ul style="list-style-type: none"> Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 101-108 Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Identify the intended audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134
<ul style="list-style-type: none"> Use tone and language appropriate to audience and purpose 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 48, 53, 108, 123
<ul style="list-style-type: none"> Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing) 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134
<ul style="list-style-type: none"> Write clear, concise, and varied sentences, developing a personal writing style and voice 	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 154-155, 158-159, 208-209, 210-211, 212-213

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<ul style="list-style-type: none"> • Observe rules of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters - use italics and underlining for titles - capitalize proper nouns, such as geographical names, academic courses, and organizations - spell correctly commonly misspelled words, homonyms, and content-area vocabulary 	<p>rBook TE and rBook SE: 27, 103, 127, 153, 201, 246, 247</p> <p>Resources for Differentiated Instruction Book 2: 18, 28, 73, 154, 155, 204, 205, 208, 209</p> <p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 141, 147</p> <p>rBook TE and rBook SE: 51, 246</p> <p>Resources for Differentiated Instruction Book 2: 154, 155, 162, 163</p> <p>rBook TE and rBook SE: 120, 237</p> <p>Resources for Differentiated Instruction Book 1: 140, 194, 207, 208, 210, 211, 242</p>
<ul style="list-style-type: none"> • Use correct grammatical construction in <ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice 	<p>rBook TE and rBook SE: 176, 200, 228, 246</p> <p>Resources for Differentiated Instruction Book 2: 23, 38, 73, 162, 163, 180, 181, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 208, 209 Book 3: 24, 38, 39, 43</p> <p>rBook TE and rBook SE: 27, 152, 202, 245, 246</p> <p>Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 178, 179, 208, 209 Book 3: 51</p>
<ul style="list-style-type: none"> • Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts 	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Resources for Differentiated Instruction Book 2: 58, 118</p>
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244, 252</p>

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<ul style="list-style-type: none"> Use computer software (e.g., word processing, import graphics) to support the writing process 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Teaching Resources Paperbacks: 137</p>
<ul style="list-style-type: none"> Write for an authentic purpose, including publication 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 44, 64, 84, 89, 99, 109, 119, 124, 134</p>
Grade 8 Reading	
LITERACY COMPETENCIES	
The reading competencies common to all four ELA standards that students demonstrate during grade 8 are	
Word Recognition	
<ul style="list-style-type: none"> Recognize at sight a large body of high-frequency words and specialized content vocabulary 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 30, 54, 82, 106, 130, 156, 180, 204, 232</p> <p>Resources for Differentiated Instruction Book 1: 186, 188, 140</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69</p>
<ul style="list-style-type: none"> Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately 	<p>rBook TE and rBook SE: 44, 45, 167, 234</p> <p>Resources for Differentiated Instruction Book 1: 50, 89, 107, 134, 146, 149, 150, 164, 186, 192, 194, 211, 256, 258, 260, 266 Book 3: 27, 56, 70 Test-Taking Strategies: 28</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69</p>
<ul style="list-style-type: none"> Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy 	<p>rBook TE and rBook SE: 18, 34, 68, 116, 118, 164, 186, 192, 194, 212</p> <p>Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28</p>

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Background Knowledge and Vocabulary Development	
<ul style="list-style-type: none"> Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 32, 38, 60, 86, 92, 110, 116, 136, 160, 162, 183, 186, 190, 212, 218</p>
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources 	<p>rBook TE and rBook SE: 16, 34, 63, 92, 116, 118, 136, 164, 168, 186, 192, 194, 210</p> <p>Resources for Differentiated Instruction Book 1: 238, 244, 252, 254, 264 Test-Taking Strategies: 28</p>
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning 	<p>rBook TE and rBook SE: 44, 45, 167, 222, 223, 234, 236</p> <p>Resources for Differentiated Instruction Book 1: 235, 258, 256, 266, 268, 270</p>
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues 	<p>rBook TE and rBook SE: 8, 10, 14, 18, 36, 42, 66, 70, 84, 108, 116, 136, 142, 164, 182, 190, 210, 220</p> <p>Resources for Differentiated Instruction Book 1: 250, 254, 272</p>
<ul style="list-style-type: none"> Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples 	<p>rBook TE and rBook SE: 20-21, 146</p> <p>Resources for Differentiated Instruction Book 1: 246, 248, 252</p>
<ul style="list-style-type: none"> Recognize multiple meanings of words and connections among meanings of words 	<p>rBook TE and rBook SE: 96, 97, 222</p> <p>Resources for Differentiated Instruction Book 1: 240 Book 3: 63</p>

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Fluency	
<ul style="list-style-type: none"> Read grade-appropriate texts with appropriate expression, phrasing, and pacing 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220</p> <p>Resources for Differentiated Instruction Book 1: 164-165</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69</p>
Comprehension/Response	
<ul style="list-style-type: none"> Respond to and comprehend various genres for student-selected and teacher-selected purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 34, 60-69, 86, 116-119, 136-143, 162-164, 166-169, 190-193, 208, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377, 383, 384, 386, 387-388, 389-390</p> <p>Teaching Resources Topic Software: 115-118, 179-182, 211-214 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 18, 20, 24, 27, 32, 33, 37, 38, 40, 41, 46, 50, 52</p>
<ul style="list-style-type: none"> Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response 	<p>rBook TE and rBook SE: 11, 18, 35, 84C-84D, 86-95, 111, 117, 118, 135, 161, 185, 187, 188, 209, 239</p> <p>Resources for Differentiated Instruction Book 1: 294-295, 317, 332</p> <p>Teaching Resources Topic Software: 20, 25, 39, 45, 67 Paperbacks: 20, 27, 46, 51</p>
<ul style="list-style-type: none"> Use text structure and literary devices to aid comprehension and response 	<p>rBook TE and rBook SE: 32C-32D, 34-43, 108C-108D, 110-119, 136, 140, 144, 221</p> <p>Resources for Differentiated Instruction Book 1: 290-291, 300-301, 326</p>

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<ul style="list-style-type: none"> • Work collaboratively with peers to comprehend and respond to texts 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 15, 16, 21, 24, 26, 29, 36, 37, 40, 45, 48, 51</p>
<ul style="list-style-type: none"> • Analyze, contrast, support, and critique points of view in a wide range of genres 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-147</p>
<ul style="list-style-type: none"> • Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance 	<p>rBook TE and rBook SE: 74-77, 98-101, 148-151</p> <p>Resources for Differentiated Instruction Book 1: 330, 331</p> <p>Teaching Resources Paperbacks: 135, 136, 137</p>

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Motivation to Read	
<ul style="list-style-type: none"> Show interest in reading a wide range of texts, topics, genres, and authors 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 34, 60-69, 70-71, 136-143, 162-164, 190-193, 208, 220-221</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 17, 27, 29, 32, 33, 38, 41, 42, 48, 49, 51, 52</p>
<ul style="list-style-type: none"> Read voluntarily for a variety of personal and academic purposes 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 34, 60-69, 70-71, 136-143, 162-164, 190-193, 208, 220-221</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 15, 20, 24, 29, 30, 32, 33, 37, 38, 41, 42, 48, 50, 51</p>
<ul style="list-style-type: none"> Be familiar with titles and authors of a wide range of grade-appropriate literature 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 60, 68, 70, 136, 142, 164, 190, 206, 214, 220</p> <p>Teaching Resources Topic Software: 18, 34, 40, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 17, 25, 27, 28, 35, 37, 39, 41, 44, 50, 51</p>
<ul style="list-style-type: none"> Engage in independent silent reading for extended periods of time 	<p>Resources for Differentiated Instruction Book 1: 339, 342, 351, 352-353, 358, 366, 369, 370-371, 372, 373, 377, 383, 384, 386, 387-388, 389-390</p> <p>Teaching Resources Paperbacks: 15, 16, 17, 28, 31, 32, 35, 36, 38, 43, 45, 48, 52</p>

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GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Locate and use school and public library resources independently to acquire information 	Resources for Differentiated Instruction Book 1: 244, 252 Book 2: 141-143
<ul style="list-style-type: none"> Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts 	rBook TE and rBook SE: 16, 34, 36, 90, 169, 184, 190, 192, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 315, 323 Book 2: 141-143, 144-146 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 56, 63
<ul style="list-style-type: none"> Read and follow written multistep directions or procedures to accomplish a task or complete an assignment 	rBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 1: 325
<ul style="list-style-type: none"> Preview informational texts to assess content and organization and select texts useful for the task 	rBook TE and rBook SE: 114 Resources for Differentiated Instruction Book 1: 314
<ul style="list-style-type: none"> Use indexes to locate information and glossaries to define terms 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 234-238 Resources for Differentiated Instruction Book 1: 244 Book 2: 141-143 Book 3: 23
<ul style="list-style-type: none"> Use knowledge of structure, content, and vocabulary to understand informational text 	rBook TE and rBook SE: 12, 32, 36, 40, 52, 80, 110, 112, 128, 160, 166, 178, 184, 186, 190, 202 Resources for Differentiated Instruction Book 1: 326, 327, 328, 329 Teaching Resources Topic Software: 24, 26, 30, 31, 32, 42, 44, 48, 54, 57, 61, 63, 67, 68

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<ul style="list-style-type: none"> • Distinguish between relevant and irrelevant information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> • Identify missing, conflicting, or unclear information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> • Formulate questions to be answered by reading informational text 	<p>rBook TE and rBook SE: 36, 40, 92, 112, 116, 162, 190, 192</p>
<ul style="list-style-type: none"> • Compare and contrast information from a variety of different sources 	<p>rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 323, 332</p>
<ul style="list-style-type: none"> • Condense, combine, or categorize new information from one or more sources 	<p>rBook TE and rBook SE: 13, 40, 88, 116, 163, 169, 208, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 332 Book 2: 144-146</p>
<ul style="list-style-type: none"> • Draw conclusions and make inferences on the basis of explicit and implied information 	<p>rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 86, 90, 94, 169, 184, 190, 192, 206C-206D, 208-219</p> <p>Resources for Differentiated Instruction Book 1: 302-303, 304-305</p> <p>Teaching Resources Topic Software: 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24 Paperbacks: 14, 17, 22, 31, 34, 38, 40, 44, 46</p>

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<ul style="list-style-type: none"> Make, confirm, or revise predictions 	rBook TE and rBook SE: 38, 61 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21 Paperbacks: 17, 24, 25, 35, 36, 42, 45
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Read silently and aloud from a variety of genres, authors, and themes 	rBook TE and rBook SE: 60-69, 70-71, 136-143, 144-145, 220-221 Teaching Resources Paperbacks: 14, 16, 24, 29, 35, 37, 40, 44, 47, 52
<ul style="list-style-type: none"> Interpret characters, plot, setting, theme, and dialogue, using evidence from the text 	rBook TE and rBook SE: 58-69, 134-143, 210-219 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313 Book 2: 14, 19, 24, 29, 34, 39 Test-Taking Strategies: 42-44
<ul style="list-style-type: none"> Identify the author's point of view, such as first-person narrator and omniscient narrator 	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319
<ul style="list-style-type: none"> Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 69, 136, 140, 141, 144, 216, 221 Resources for Differentiated Instruction Book 1: 274, 335, 336
<ul style="list-style-type: none"> Recognize how the author's use of language creates images or feelings 	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 333, 334, 338
<ul style="list-style-type: none"> Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry 	rBook TE and rBook SE: 70-71, 144-145, 221 Resources for Differentiated Instruction Book 1: 330, 338

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<ul style="list-style-type: none"> • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 134-143</p> <p>Teaching Resources Audiobooks: 15, 16, 17, 22, 30, 33, 36, 39, 42, 51 Paperbacks: 15, 23, 25, 29, 30, 37, 39, 40, 49, 50, 59, 75, 79, 87, 89, 103, 107, 125, 127, 129</p>
<ul style="list-style-type: none"> • Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56N, 58-69, 132N, 132-143, 206L, 220-221</p> <p>Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25 Paperbacks: 21, 28, 36, 37, 39, 42, 45, 48, 50</p>
<ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> - consider the background and qualifications of the writer 	<p>Resources for Differentiated Instruction Book 1: 323</p>
<ul style="list-style-type: none"> - question the writer’s assumptions, beliefs, intentions, and biases 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151</p> <p>Resources for Differentiated Instruction Book 1: 320 Book 2: 99-103</p>
<ul style="list-style-type: none"> - evaluate examples, details, or reasons used to support ideas 	<p>rBook TE and rBook SE: 81, 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 323</p>

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<ul style="list-style-type: none"> - identify fallacies of logic that lead to unsupported conclusions 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322</p>
<ul style="list-style-type: none"> - discriminate between apparent messages and hidden agendas 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322</p>
<ul style="list-style-type: none"> - identify propaganda and evaluate its effectiveness 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322</p>
<ul style="list-style-type: none"> - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) 	<p>rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322</p>
<ul style="list-style-type: none"> - identify differing points of view in texts and presentations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 81, 129</p> <p>Resources for Differentiated Instruction Book 1: 319</p>
<ul style="list-style-type: none"> - identify cultural and ethnic values and their impact on content 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<ul style="list-style-type: none"> - identify multiple levels of meaning 	<p>rBook TE and rBook SE: 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 322</p>

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<ul style="list-style-type: none"> Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 323 Book 2: 99-103 Teaching Resources Paperbacks: 135
<ul style="list-style-type: none"> Suspend judgment until all information has been presented 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 17, 18, 20, 21, 23, 24, 25 Paperbacks: 13, 19, 20, 26, 28, 31, 32, 35, 44, 52
<ul style="list-style-type: none"> Consider the age, gender, social position, and traditions of the writer 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 80, 101, 125, 151, 154, 175, 199, 227, 230
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 379, 380 Book 2: 123 Book 3: 34, 41, 45

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Grade 8 Writing	
LITERACY COMPETENCIES	
The writing competencies common to all four ELA standards that students demonstrate during grade 8 are	
Spelling	
<ul style="list-style-type: none"> Correctly spell most words in one's writing 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 1: 206-227 Book 2: 14, 19, 24, 54, 64, 74, 89, 99, 109, 114, 129, 134
<ul style="list-style-type: none"> Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to spell words correctly 	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244
Text Production	
<ul style="list-style-type: none"> Use legible print or cursive writing, or type 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Composition	
<ul style="list-style-type: none"> Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 19, 24, 39, 49, 64, 89, 94, 99, 109, 119, 129, 134 Test-Taking Strategies: 101-108 Teaching Resources Topic Software: 215, 220, 224, 225, 230, 232, 234, 236, 246, 256, 266, 286 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Write with voice to address varied purposes, topics, and audiences across the curriculum 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134

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<ul style="list-style-type: none"> Organize writing effectively to communicate ideas to an intended audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test-Taking Strategies: 101-108 Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Compose arguments to support points of view with relevant details from single and multiple texts 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109
<ul style="list-style-type: none"> Work collaboratively with peers to plan, draft, revise, and edit written work 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227
<ul style="list-style-type: none"> Produce written and multimedia reports of inquiry, using multiple sources 	Resources for Differentiated Instruction Book 2: 139-150
Motivation to Write	
<ul style="list-style-type: none"> Engage in writing voluntarily for a variety of purposes, topics, and audiences 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Teaching Resources Topic Software: 224, 225, 226, 232, 234, 242, 258, 262, 276, 279 Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137
<ul style="list-style-type: none"> Publish writing in a variety of presentation or display media 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 14, 44, 64, 74, 89, 99, 109, 119, 124, 134 Book 3: 62, 68, 70

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GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, to develop research reports 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-147
<ul style="list-style-type: none"> • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format 	rBook TE and rBook SE: 24-25, 100-101, 198-199 Resources for Differentiated Instruction Book 2: 74-78, 79-83, 89-93, 144-147
<ul style="list-style-type: none"> • Take research notes, using a note-taking process 	Resources for Differentiated Instruction Book 1: 315 Book 2: 141-143, 144-146
<ul style="list-style-type: none"> • Use outlines and graphic organizers, such as semantic webs, to plan reports 	rBook TE and rBook SE: 22-25, 98-101 Resources for Differentiated Instruction Book 2: 74-78, 89-93, 139-146 Test-Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> • Include relevant and exclude irrelevant information 	rBook TE and rBook SE: 22-25, 98-101, 196-199 Resources for Differentiated Instruction Book 2: 84-87, 144-146
<ul style="list-style-type: none"> • Use paraphrase and quotation correctly 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 98-101 Resources for Differentiated Instruction Book 2: 141-147
<ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information from one or more sources 	Resources for Differentiated Instruction Book 2: 54-58, 141-143
<ul style="list-style-type: none"> • Support ideas with examples, definitions, analogies, and direct references to the text 	Resources for Differentiated Instruction Book 2: 144-147
<ul style="list-style-type: none"> • Cite sources in notes and bibliography, using correct form 	Resources for Differentiated Instruction Book 2: 141-147

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<ul style="list-style-type: none"> • Write accurate and complete responses to questions about informational material 	rBook TE and rBook SE: 31, 55, 107, 131, 181, 233
<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Write original literary texts to <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology or flashback 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 24-28, 29-33, 39-43
<ul style="list-style-type: none"> - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> - maintain a consistent point of view that enhances the message and/or establishes the mood 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23, 34-38
<ul style="list-style-type: none"> - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 14-17, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express opinions and support them through specific references to the text 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135

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<ul style="list-style-type: none"> - demonstrate an understanding of plot and theme 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - identify and describe characters and their motivations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 59-63, 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - analyze the importance of setting 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 79-83, 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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<ul style="list-style-type: none"> - draw conclusions and provide reasons for the conclusions 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> - compare and contrast characters, setting, mood, and voice in more than one literary text or performance 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332 Book 2: 54-57</p>
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Present a hypothesis and predict possible outcomes from one or more perspectives 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Select content and choose strategies for written presentation on the basis of audience, purpose, and content 	<p>rBook TE and rBook SE: 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> • Explain connections between and among texts to extend the meaning of each individual text 	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i>.</p>

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<ul style="list-style-type: none"> Compare and contrast the use of literary elements in more than one genre, by more than one author 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the recipient 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136
<ul style="list-style-type: none"> Develop a personal voice that enables the reader to get to know the writer 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 119-123, 124-128 Teaching Resources Audiobooks: 64 Paperbacks: 136
<ul style="list-style-type: none"> Write personal reactions to experiences, events, and observations, using a form of social communication 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128
<ul style="list-style-type: none"> Identify and model the social communication techniques of published writers 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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<ul style="list-style-type: none"> Use the conventions of email 	<p>The opportunity to address this objective is available. See the following: Teaching Resources Paperbacks: 58, 60</p>
Grade 8 Listening	
LITERACY COMPETENCIES	
The listening competencies common to all four ELA standards that students demonstrate during grade 8 are	
Listening	
<ul style="list-style-type: none"> Listen with comprehension, for an extended period of time, to texts read aloud 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Listen with comprehension, for an extended period of time, to oral presentations 	<p>Resources for Differentiated Instruction Book 3: 21, 45, 46, 62, 68, 70</p> <p>Topic Software: Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Listen with comprehension for student-determined and teacher-determined purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 65, 70</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>
<ul style="list-style-type: none"> Respond appropriately to what is heard 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 25, 26, 27, 29, 32, 35, 37, 46, 64, 69</p> <p>Teaching Resources Topic Software: 18, 21, 30, 33, 42, 49, 50, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p>

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<ul style="list-style-type: none"> Listen with comprehension and respect when others speak 	rBook TE and rBook SE: 40, 70, 86, 104, 112, 136, 154, 166, 210, 220 Resources for Differentiated Instruction Book 3: 24, 25, 27, 29, 31, 36, 42, 44, 48, 49, 55
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 8 students demonstrate as they learn to listen include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Recall significant ideas and details and the relationships between and among them 	rBook TE and rBook SE: 10-11, 12-15, 16-19, 86-87, 118, 187, 188, 214 Teaching Resources Topic Software: 19, 21, 25, 27, 30, 33, 36, 38, 39, 43, 44, 45, 48, 49, 50, 51, 66, 67 Audiobooks: 14, 16, 20, 22, 25
<ul style="list-style-type: none"> Identify missing, conflicting, or unclear information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information 	rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 86, 90, 94, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302, 304-305 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 17, 19, 20, 21, 22, 23, 24
<ul style="list-style-type: none"> Recognize that the speaker's voice and delivery impact communication 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text 	rBook TE and rBook SE: 60-69, 70-71, 134-143, 144-145, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25 Paperbacks: 14, 17, 21, 24, 31, 33, 35, 41, 45, 49, 52
<ul style="list-style-type: none"> Identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text 	rBook TE and rBook SE: 70-71, 136, 141, 144-145, 216, 221

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<ul style="list-style-type: none"> Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the listener’s interpretation of poetry 	rBook TE and rBook SE: 70-71, 144-145, 220-221
<ul style="list-style-type: none"> Recognize social, historical, and cultural features in presentation of literary texts 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132-143, 220-221</p> <p>Teaching Resources Audiobooks: 14, 15, 22, 23, 24, 25</p>
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences 	<p>rBook TE and rBook SE: 148-151, 172-175</p> <p>Resources for Differentiated Instruction Book 1: 322, 323 Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63</p>
<ul style="list-style-type: none"> Recognize persuasive techniques, such as emotional and ethical appeals, in presentations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151, 172-175</p> <p>Resources for Differentiated Instruction Book 1: 322 Book 2: 104-108, 109-113</p>
<ul style="list-style-type: none"> Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Identify conflicting, missing, or unclear information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Suspend judgment until all information has been presented 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Evaluate the quality of the speaker’s presentation style by using criteria such as voice quality, enunciation, and delivery 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends or acquaintances 	Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 70

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Grade 8

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<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 45, 46, 61, 62, 64
<ul style="list-style-type: none"> Listen for more than one level of meaning, articulated and unspoken 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Encourage the speaker with appropriate facial expressions and gestures 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Withhold judgment 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Appreciate the speaker’s uniqueness 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Grade 8 Speaking	
LITERACY COMPETENCIES	
The speaking competencies common to all four ELA standards that students demonstrate during grade 8 are	
Speaking	
<ul style="list-style-type: none"> Speak to share responses to a variety of texts and performances 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 8, 34, 70, 92, 112, 134, 142, 160, 182, 190, 210, 212, 220 Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 16, 21, 28, 32, 36, 42, 44, 45, 51, 52
<ul style="list-style-type: none"> Use precise vocabulary to communicate ideas 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 34, 45, 46, 61, 62, 64
<ul style="list-style-type: none"> Speak, using grammatical structures suited to particular audiences 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 22, 23, 26, 34, 35, 45, 46, 50, 61, 64
<ul style="list-style-type: none"> Speak to include details and examples relevant to the audience and purpose 	Resources for Differentiated Instruction Book 2: 14, 39, 74

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Grade 8

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<ul style="list-style-type: none"> Communicate spoken ideas in an organized and coherent manner 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74</p>
<ul style="list-style-type: none"> Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> Respond respectfully to others 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> Participate in group discussions on a range of topics and for a variety of purposes 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 3: 21, 34, 39, 45, 46, 61, 62, 64, 70</p> <p>Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 17, 21, 24, 31, 33, 35, 41, 45, 49, 50, 52</p>
<ul style="list-style-type: none"> Offer verbal feedback to others in a respectful and responsive manner 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227</p>
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 8 students demonstrate as they learn to speak include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Prepare and give presentations on informational topics 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74</p>

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<ul style="list-style-type: none"> Contribute to group discussions by offering comments to clarify and interpret ideas and information 	rBook TE and rBook SE: 10, 89, 110, 113, 160, 164, 185, 190, 206, 214 Teaching Resources Topic Software: 18, 25, 31, 36, 37, 42, 54, 55, 56, 60, 61, 69 Paperbacks: 13, 22, 32, 34, 38, 46, 51
<ul style="list-style-type: none"> Present information to address audience needs and to anticipate questions 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74
<ul style="list-style-type: none"> Present examples, definitions, analogies, and direct references to the text in support of ideas 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Connect, compare, and contrast ideas and information 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332
<ul style="list-style-type: none"> Use the conventions of the presentational format for panel discussions, debates, and mock trials 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Ask and respond to questions to clarify information 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Express interpretations and support them through specific references to the text 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Present original, literary texts, using language and text structures that are inventive; for example, <ul style="list-style-type: none"> use rhyme, rhythm, and repetition to create an emotional or aesthetic effect 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 134
<ul style="list-style-type: none"> Ask and respond to questions to clarify an interpretation or response to literary texts and performances 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 36, 60, 90, 116, 136, 142, 164, 190, 214
<ul style="list-style-type: none"> State a hypothesis and predict possible outcomes from one or more perspectives 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Present content, using strategies designed for the audience, purpose, and context 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> Credit sources of information and opinions accurately in presentations and handouts 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the listener 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> Provide feedback by asking questions designed to encourage further conversation 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 34, 41, 45, 67
<ul style="list-style-type: none"> Respond to the listener's interests, needs, and reactions to social conversation 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 32, 34, 45
<ul style="list-style-type: none"> Adopt conventions of email to establish friendly tone in electronic-based social communication 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

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Grade 9

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Core Performance Indicators: common to all four ELA standards	
Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.	
Reading	
<ul style="list-style-type: none"> Identify the purpose for reading 	rBook TE and rBook SE: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 110, 116, 118, 136, 140, 142, 164-166, 168, 190, 210, 214, 216, 218, 220
<ul style="list-style-type: none"> Adjust the reading rate according to the purpose for reading 	rBook TE and rBook SE: 40 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 176-177, 317
<ul style="list-style-type: none"> Determine the meaning of unfamiliar words by using classroom and other resources 	rBook TE and rBook SE: 96-97, 170-171 Resources for Differentiated Instruction Book 1: 244-245, 252-253
<ul style="list-style-type: none"> Distinguish between dictionary meaning and implied meaning of the writer's words 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 96-97, 170-171 Resources for Differentiated Instruction Book 1: 250-251, 302-303
<ul style="list-style-type: none"> Follow the logic of compound/complex sentence structure 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 107A, 205A Resources for Differentiated Instruction Book 1: 164-165, 168-169 Book 2: 208-209, 212-213
<ul style="list-style-type: none"> Use knowledge of punctuation to assist in comprehension 	rBook TE and rBook SE: 55A Resources for Differentiated Instruction Book 1: 158-161, 164-165, 168-169
<ul style="list-style-type: none"> Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast) 	rBook TE and rBook SE: 32C-32D, 35, 37, 39, 43, 46, 74, 98, 148, 172 Resources for Differentiated Instruction Book 1: 290, 291, 296, 298, 325, 326, 393 Test Taking Strategies: 36-38, 39-41, 42-43

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<ul style="list-style-type: none"> Recognize the organizational format, such as hierarchical, chronological, and cause/effect 	rBook TE and rBook SE: 32C-32D, 35, 39, 41, 158C-158D, 161, 165, 169, 182C-182D, 185, 189, 191 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 326, 327 Test Taking Strategies: 36-38, 39-41, 42-43 Teaching Resources Audiobooks: 19, 39 Paperbacks: 36, 52, 101, 133
<ul style="list-style-type: none"> Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension 	rBook TE and rBook SE: 10, 31A, 70, 81, 83A, 86, 104, 129, 136, 154, 166, 210, 217, 220 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 Paperbacks: 13, 14, 15, 16, 23, 24, 29, 32, 33, 35, 39, 42, 43, 46, 47, 48, 50, 51
<ul style="list-style-type: none"> Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles 	Teaching Resources Topic Software: 16, 18, 19, 22, 26, 28, 33, 34, 40, 45, 46, 52, 54, 58, 60, 64, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52
<ul style="list-style-type: none"> Maintain a personal reading list to reflect reading accomplishments 	rBook TE and rBook SE: 250-251 Teaching Resources Audiobooks: 69 Paperbacks: 141
Listening	
<ul style="list-style-type: none"> Listen respectfully and responsively 	Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 25, 34, 45, 46, 62, 64, 70

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<ul style="list-style-type: none"> • Recognize the use and impact of effective language 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 63, 67, 136, 140, 144, 219</p> <p>Resources for Differentiated Instruction Book 1: 334, 335, 337 Book 2: 14, 39, 48, 53, 63, 74, 88, 108, 123, 134 Book 3: 63</p>
<ul style="list-style-type: none"> • Demonstrate appropriate body language as a listener 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 25, 34, 45, 46, 62, 64, 70</p>
<ul style="list-style-type: none"> • Identify own purpose for listening 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 25, 34, 45, 46, 62, 64, 70</p>
<ul style="list-style-type: none"> • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 37, 63, 67, 88, 93, 136, 140, 144, 170, 188, 208, 214, 216, 219</p> <p>Resources for Differentiated Instruction Book 1: 334, 335, 337 Book 2: 14, 39, 48, 53, 63, 74, 88, 108, 123, 134 Book 3: 63</p>
Speaking	
<ul style="list-style-type: none"> • Respond respectfully 	<p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 25, 26, 28, 33, 34, 45, 46, 62, 64, 70</p>

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<ul style="list-style-type: none"> Initiate communication with peers and adults in the school and local community 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 25, 26, 28, 33, 34, 45, 46, 62, 64, 70</p> <p>Teaching Resources Topic Software: 21, 27, 33, 39, 45, 51, 57, 63, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 17, 21, 24, 31, 33, 35, 41, 45, 49, 50, 52</p>
<ul style="list-style-type: none"> Use a presentational format appropriate for the audience and purpose 	<p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 25, 26, 28, 33, 34, 45, 46, 62, 64, 70</p>
<ul style="list-style-type: none"> Use the conventions of standard spoken English appropriate to the message and audience 	<p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 25, 26, 28, 33, 34, 45, 46, 62, 64, 70</p>
<ul style="list-style-type: none"> Apply delivery techniques such as voice projection and demonstrate physical poise 	<p>rBook TE and rBook SE: 31A, 55A, 145, 157A, 181A</p> <p>Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181 Book 2: 14, 39, 74 Book 3: 68, 70</p>
<ul style="list-style-type: none"> Use nonverbal communication techniques to help disclose message 	<p>Resources for Differentiated Instruction Book 1: 176-177 Book 2: 14, 39, 74 Book 3: 68</p>
<ul style="list-style-type: none"> Use visual aids and props effectively 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-179 Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64</p>
<ul style="list-style-type: none"> Respond to the audience's reaction and adapt presentation 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64</p>

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<ul style="list-style-type: none"> Establish and maintain eye contact with audience 	Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
Writing	
<ul style="list-style-type: none"> Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test Taking Strategies: 56-57, 58-59, 60-61, 109, 111, 113 Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> Identify the intended audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test Taking Strategies: 56-57, 58-59, 60-61, 109, 111, 113 Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> Use tone and language appropriate to the audience and purpose 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 1: 334 Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43, 44-48, 49-53
<ul style="list-style-type: none"> Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 13, 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67 Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137, 138, 139, 140

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<ul style="list-style-type: none"> • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p> <p>Teaching Resources Audiobooks: 63, 64, 65 Paperbacks: 135, 136, 137, 138, 139, 140</p>
<ul style="list-style-type: none"> • Write clear, concise sentences 	<p>rBook TE and rBook SE: 26, 27, 50</p> <p>Resources for Differentiated Instruction Book 2: 18, 28, 73, 128</p>
<ul style="list-style-type: none"> • Observe the rules of punctuation, capitalization, and spelling 	
<ul style="list-style-type: none"> - punctuation of simple and compound sentences, dialogue, titles of articles 	<p>rBook TE and rBook SE: 103, 127</p> <p>Resources for Differentiated Instruction Book 2: 73, 206-207, 208-209</p>
<ul style="list-style-type: none"> - capitalization of words such as proper adjectives, titles of persons, and words in quotes 	<p>rBook TE and rBook SE: 51</p> <p>Resources for Differentiated Instruction Book 2: 141, 162, 163</p>
<ul style="list-style-type: none"> - spelling of commonly misspelled words, homonyms, content-area vocabulary 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 1: 206, 207, 210, 211, 212, 213, 220, 222, 227, 242-243 Book 3: 66</p>
<ul style="list-style-type: none"> • Use correct grammatical construction 	
<ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas 	<p>rBook TE and rBook SE: 102, 103, 126, 127, 152, 153, 176, 177, 200, 228, 229</p> <p>Resources for Differentiated Instruction Book 2: 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 184-185, 186-187, 188-189, 192-193, 194-195 Book 3: 51</p>

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<ul style="list-style-type: none"> - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents 	rBook TE and rBook SE: 78, 79 Resources for Differentiated Instruction Book 2: 208-209, 212-213
<ul style="list-style-type: none"> • Use dictionaries, thesauruses, and style manuals 	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 243-244
<ul style="list-style-type: none"> • Use an organizational format that provides direction, coherence, and/or unity 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 54-58, 69-73, 104-108, 114-118
<ul style="list-style-type: none"> • Use computer technology to create, manipulate, and edit text 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225
Grade 9 Reading	
LITERACY COMPETENCIES	
A literacy competency strand for grades 9–12 is under development and will be posted online when available.	
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research 	
<ul style="list-style-type: none"> - define a purpose for reading by asking questions about what they need to know for their research 	Resources for Differentiated Instruction Book 2: 139-140, 141-143
<ul style="list-style-type: none"> • Use specialized reference sources, such as glossaries and directories 	Resources for Differentiated Instruction Book 2: 141-143
<ul style="list-style-type: none"> • Read and follow written, complex directions and procedures to solve problems and accomplish tasks 	
<ul style="list-style-type: none"> - demonstrate task awareness by employing flexible strategies 	rBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 1: 325 Book 2: 114-118

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<ul style="list-style-type: none"> • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words and phrases to generate research questions 	Resources for Differentiated Instruction Book 2: 139-140, 141-143
<ul style="list-style-type: none"> • Recognize the defining features and structures of informational texts 	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Book 2: 70, 75, 80, 85, 90-91, 114, 120, 147-149
<ul style="list-style-type: none"> • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites 	rBook TE and rBook SE: 129, 155, 231 Resources for Differentiated Instruction Book 1: 323, 329
<ul style="list-style-type: none"> • Identify and evaluate the validity of informational sources, with assistance 	rBook TE and rBook SE: 129, 155, 231 Resources for Differentiated Instruction Book 1: 323, 329
<ul style="list-style-type: none"> • Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance 	rBook TE and rBook SE: 81, 129 Resources for Differentiated Instruction Book 1: 321
<ul style="list-style-type: none"> • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> - employ a range of post-reading practices 	rBook TE and rBook SE: 19, 31, 39, 55, 95, 107, 119, 131, 181, 193, 205
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	See the following opportunities to support this standard: rBook TE and rBook SE: 86-90, 132-143, 206-212 Teaching Resources Audiobooks: 14, 15 Paperbacks: 21, 30, 34, 50

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<ul style="list-style-type: none"> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives 	<p>rBook TE and rBook SE: 12-15, 16-19, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 208-209, 210-219, 220-221</p> <p>Teaching Resources Audiobooks: 14, 15, 21, 22, 24, 25 Paperbacks: 13, 15, 18, 21, 23, 28, 29, 30, 31, 34, 37, 45, 46, 50, 52</p>
<ul style="list-style-type: none"> • Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work <ul style="list-style-type: none"> - check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements 	<p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179, 180-183</p>
<ul style="list-style-type: none"> • Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 144-145, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134</p> <p>Teaching Resources Audiobooks: 22</p>
<ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version 	<p>See the following opportunities to support this standard: rBook TE and rBook SE: 155</p>
<ul style="list-style-type: none"> • <u>Read literary texts aloud to convey an interpretation of the work</u> 	
<ul style="list-style-type: none"> - engage in a variety of shared reading experiences, such as choral reading and reader's theatre 	<p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p>
<ul style="list-style-type: none"> • Read works with a common theme and compare the treatment of that theme by different authors 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58, 59, 69, 71</p> <p>Resources for Differentiated Instruction Book 1: 312-313, 337</p> <p>Teaching Resources Audiobooks: 22, 51 Paperbacks: 16, 51, 61</p>

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<ul style="list-style-type: none"> • Interpret multiple levels of meaning in text 	rBook TE and rBook SE: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 191, 192, 209, 213, 240 Resources for Differentiated Instruction Book 1: 302-303, 304, 305, 312, 313 Test Taking Strategies: 31-33 Teaching Resources Paperbacks: 14, 17, 22, 31, 34, 38, 40, 46, 51, 44, 57, 63, 117
<ul style="list-style-type: none"> • Recognize relevance of literature to personal events and situations 	rBook TE and rBook SE: 83, 157 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts 	rBook TE and rBook SE: 129, 155, 231 Resources for Differentiated Instruction Book 1: 323, 329
<ul style="list-style-type: none"> • Generate a list of significant questions to assist with analysis of text 	rBook TE and rBook SE: 10, 12, 34, 36, 40, 56, 58, 84, 86, 88, 92, 108, 112, 114, 116, 132, 134, 158, 160, 162, 184, 186, 190, 206, 208
<ul style="list-style-type: none"> • Analyze and evaluate nonfiction texts 	
<ul style="list-style-type: none"> - determine the significance and reliability of information 	rBook TE and rBook SE: 129, 155, 231 Resources for Differentiated Instruction Book 1: 323, 329
<ul style="list-style-type: none"> - focus on key words/phrases that signal that the text is heading in a particular direction 	rBook TE and rBook SE: 32C-32D, 35, 37, 39, 43, 46, 158C-158D, 161, 165, 169, 182C-182D, 185, 189, 191 Resources for Differentiated Instruction Book 1: 290, 291, 296, 298, 325, 326, 393 Test Taking Strategies: 38, 39-41, 42-43

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<ul style="list-style-type: none"> • Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> - rhythm, rhyme, and sound pattern 	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 3: 36
<ul style="list-style-type: none"> - repetition 	rBook TE and rBook SE: 71, 221
<ul style="list-style-type: none"> - differences between language of the poem and everyday language of readers 	Resources for Differentiated Instruction Book 1: 330
<ul style="list-style-type: none"> • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements 	rBook TE and rBook SE: 70-71, 220-221 Resources for Differentiated Instruction Book 1: 176-179, 330, 338
<ul style="list-style-type: none"> • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the development of a central idea or theme 	rBook TE and rBook SE: 56E-56F, 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312-313, 337 Teaching Resources Audiobooks: 51
<ul style="list-style-type: none"> - the development of characters and their actions 	rBook TE and rBook SE: 56C-56D, 59, 61, 63, 65, 67, 69, 135, 141 Resources for Differentiated Instruction Book 1: 306-307, 403 Teaching Resources Audiobooks: 14, 15, 19, 25, 33 Paperbacks: 15, 18, 23, 25, 30, 35, 36, 43, 45, 47, 48
<ul style="list-style-type: none"> - the elements of the plot, such as conflict, climax, and resolution 	rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125

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<ul style="list-style-type: none"> - the significance of the title 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56, 108, 112, 116, 134, 158, 160, 162, 182, 184, 186, 190, 206</p> <p>Resources for Differentiated Instruction Book 1: 326 Book 3: 23</p>
<ul style="list-style-type: none"> • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective 	<p>rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 31, 55, 83, 181, 205</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 16, 60, 68, 70, 110, 136, 210, 216, 218, 220</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 25, 26, 28, 33, 34, 45, 46, 62, 64, 70</p> <p>Teaching Resources Topic Software: 115, 179, 211 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 17, 21, 24, 31, 33, 35, 41, 45, 49, 50, 52</p>

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<ul style="list-style-type: none"> Consider the age, gender, social position, and cultural traditions of the writer 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74</p> <p>Teaching Resources Audiobooks: 64 Paperbacks: 136</p>
<ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 37, 63, 67, 88, 93, 144, 136, 140, 170, 188, 208, 214, 216, 219</p> <p>Resources for Differentiated Instruction Book 1: 334, 335, 337 Book 2: 14, 39, 48, 53, 63, 74, 88, 108, 123, 134</p>
Grade 9 Writing	
LITERACY COMPETENCIES	
A literacy competency strand for grades 9–12 is under development and will be posted online when available.	
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Use both primary and secondary sources of information for research 	Resources for Differentiated Instruction Book 2: 141-143, 147-150
<ul style="list-style-type: none"> Select and limit topics for informational writing, with assistance 	rBook TE and rBook SE: 22-25, 98-101 Resources for Differentiated Instruction Book 2: 139-140
<ul style="list-style-type: none"> Analyze data and facts to communicate information 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-145</p>

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<ul style="list-style-type: none"> Take notes from written and oral texts, such as lectures and interviews 	<p>rBook TE and rBook SE: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 213</p> <p>Resources for Differentiated Instruction Book 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407-408, 409, 410, 411, 412, 413, 414, 415 Book 2: 144-146 Test Taking Strategies: 66-67</p> <p>Teaching Resources Audiobooks: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 Paperbacks: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131</p>
<ul style="list-style-type: none"> Use a range of organizational strategies to present information 	<p>rBook TE and rBook SE: 22-25, 98-101</p> <p>Resources for Differentiated Instruction Book 2: 69-73, 74-78, 79-83, 84-88, 89-93, 114-118, 139-140, 144-146, 147-150</p>
<ul style="list-style-type: none"> Apply new information in different contexts and situations 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139-140, 141-143, 144-146, 147-150</p>
<ul style="list-style-type: none"> Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet 	<p>Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150</p>
<ul style="list-style-type: none"> Define the meaning of and understand the consequences of plagiarism 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150</p>
<ul style="list-style-type: none"> Use paraphrase and quotation in order to communicate information most effectively 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150</p>
<ul style="list-style-type: none"> Use charts, graphs, or diagrams to illustrate informational text 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150</p>

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<ul style="list-style-type: none"> • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing 	rBook TE and rBook SE: 22-25, 98-101 Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Write original literary texts 	
<ul style="list-style-type: none"> - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 34-38, 39-43
<ul style="list-style-type: none"> - maintain consistent point of view, including first-person, third-person, or omniscient narrator 	Resources for Differentiated Instruction Book 2: 19-23, 34-38
<ul style="list-style-type: none"> - create a personal voice 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 34-38, 39-43
<ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately three pages to 	
<ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> - explain how the author's use of literary devices affects meaning 	rBook TE and rBook SE: 136, 140, 148-151, 221 Resources for Differentiated Instruction Book 1: 330, 336 Book 2: 99-103
<ul style="list-style-type: none"> - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights 	rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135

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compare and contrast the treatment of literary elements in different genres and by more than one author	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332
<ul style="list-style-type: none"> • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts 	rBook TE and rBook SE: 46-49, 74-77, 148-151, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43, 44-48, 64-68, 99-103 Test Taking Strategies: 56-57, 100-102, 109-110 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Maintain a portfolio that includes literary, interpretive, and responsive writing 	rBook TE and rBook SE: 46-49, 74-77, 148-151, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43, 44-48, 64-68, 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details 	rBook TE and rBook SE: 22-25, 98-101, 122-125, 148-151, 172-175, 198-201 Resources for Differentiated Instruction Book 2: 69-72, 74-78, 89-93, 94-98, 104-107, 109-113, 139-140, 144-146, 147-150 Test Taking Strategies: 60-61, 106-108, 113-114
<ul style="list-style-type: none"> • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences 	rBook TE and rBook SE: 31, 55, 76-79, 83, 107, 122-125, 131, 148-151, 157, 181 Resources for Differentiated Instruction Book 2: 79-83, 84-88, 89-93, 99-98, 139-140 Test Taking Strategies: 60-61, 106-108, 113-114

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<ul style="list-style-type: none"> Use strategies designed to influence or persuade in advertisements 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322 Book 2: 94-98, 99-103, 104-108, 109-113 Book 3: 29</p>
<ul style="list-style-type: none"> Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<p>rBook TE and rBook SE: 22-25, 98-101, 122-125, 148-151, 172-175, 198-201</p> <p>Resources for Differentiated Instruction Book 2: 69-72, 74-78, 89-93, 94-98, 104-107, 109-113, 139-140, 144-146, 147-150</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s) 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Book 3: 47, 64</p>
<ul style="list-style-type: none"> Respect the age, gender, and cultural traditions of the recipient 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Book 3: 34, 45, 46, 47, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> Write and share personal reactions to experiences, events, and observations, using a form of social communication 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Book 3: 21, 34, 46, 47, 61, 62, 64, 70</p>
<ul style="list-style-type: none"> Identify and model the social communication techniques of published authors 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 179</p> <p>Resources for Differentiated Instruction Book 1: 320 Book 2: 119-123, 124-128</p>

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<ul style="list-style-type: none"> Distinguish between the conventions of academic writing and the conventions of email 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 81, 231</p> <p>Resources for Differentiated Instruction Book 1: 329 Book 2: 123</p>
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social interaction 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119-123, 124-128 Book 3: 47, 64</p>
Grade 9 Listening	
LITERACY COMPETENCIES	
A literacy competency strand for grades 9–12 is under development and will be posted online when available.	
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 9 students demonstrate as they learn to listen include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> Interpret information from media presentations, such as news broadcasts and taped interviews 	<p>rBook TE and rBook SE: 8K-8L, 32K-32L, 84K-84L, 129, 132M-132N, 158K-158L, 182K-182L, 206K-206L</p> <p>Teaching Resources Topic Software: 18, 19, 20, 21, 24, 25, 26, 27, 30, 31, 36, 37, 42, 43, 44, 48, 49, 50, 51, 55, 57, 61, 63, 67, 69</p>
<ul style="list-style-type: none"> Listen to and follow complex directions or instructions 	<p>rBook TE and rBook SE: 53</p> <p>Resources for Differentiated Instruction Book 1: 325 Book 2: 114-118 Book 3: 42</p>
<ul style="list-style-type: none"> Identify the speaker’s purpose and motive for communicating information 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 94, 104, 109 Book 3: 70</p>
<ul style="list-style-type: none"> Recognize appropriate voice and tone 	<p>rBook TE and rBook SE: 157A</p> <p>Resources for Differentiated Instruction Book 1: 164-165, 176-177 Book 2: 14, 39, 74 Book 3: 68</p>

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Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> Interpret and respond to texts and performances from a variety of genres, authors, and subjects 	rBook TE and rBook SE: 60-69, 70, 71-73, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
<ul style="list-style-type: none"> Respond to authors' reading and discussing their works 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 8K-8L, 32K-32L, 80, 84K-84L, 129, 132M-132N, 154, 158K-158L, 182K-182L, 206K-206L, 230 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 25, 26, 27, 30, 31, 36, 37, 42, 43, 44, 48, 49, 50, 51, 55, 57, 61, 63, 67, 69
<ul style="list-style-type: none"> Recognize features of literary genres in interpreting presentations of literary text 	rBook TE and rBook SE: 56C-56D, 56E-56F, 58, 132C-132D, 132E-132F, 134, 144-145, 148-151, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 326, 330, 331, 333, 334, 335, 336, 337, 338
<ul style="list-style-type: none"> Recognize historical and contemporary social and cultural conditions in presentation of literary texts 	See the following opportunities to support this standard: rBook TE and rBook SE: 86-90, 92-95, 132-143, 206-212 Teaching Resources Audiobooks: 14, 15 Paperbacks: 21, 30, 34, 37, 50
<ul style="list-style-type: none"> Connect literary texts to prior knowledge, personal experience, and contemporary situations 	rBook TE and rBook SE: 74-77, 83, 107, 148-151 Teaching Resources Audiobooks: 16, 17 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52

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<ul style="list-style-type: none"> Identify multiple levels of meaning in presentation of literary texts 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 56E-56F, 132C-132D, 148-151</p> <p>Resources for Differentiated Instruction Book 1: 307, 309, 312, 313, 322, 324, 330, 334, 335, 336, 337</p>
<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>	
<ul style="list-style-type: none"> Recognize and acknowledge various perspectives on issues of local and national concern 	<p>rBook TE and rBook SE: 31, 107, 131, 181</p> <p>Teaching Resources Paperback: 31, 50, 52</p>
<ul style="list-style-type: none"> Determine points of view 	<p>Resources for Differentiated Instruction Book 1: 319, 322, 324</p>
<ul style="list-style-type: none"> Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227, T84-T85</p> <p>Resources for Differentiated Instruction Book 2: 223, 224-225</p>
<ul style="list-style-type: none"> Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227, T84-T85</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 74, 223, 224-229</p>
<ul style="list-style-type: none"> Evaluate the possible bias of the speaker, in order to judge the validity of the content 	<p>rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322, 323</p>
<ul style="list-style-type: none"> Recognize the use of protocols and traditional practices in public speaking 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 34, 47, 62, 70</p>

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Performance Indicators

Grade 9

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Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers 	Resources for Differentiated Instruction Book 3: 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Respect age, gender, social position, and cultural traditions of the speaker 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Listen for multiple levels of meaning, articulated and unspoken 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Encourage the speaker with appropriate facial expressions and gestures 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Withhold judgment 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70
<ul style="list-style-type: none"> • Appreciate the speaker’s uniqueness 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64, 70

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Grade 9 Speaking	
LITERACY COMPETENCIES	
A literacy competency strand for grades 9–12 is under development and will be posted online when available.	
GRADE-SPECIFIC PERFORMANCE INDICATORS	
The grade-specific performance indicators that grade 9 students demonstrate as they learn to speak include	
Standard 1: Students will read, write, listen, and speak for information and understanding.	
<ul style="list-style-type: none"> • Prepare and give presentations on a range of informational topics 	Resources for Differentiated Instruction Book 2: 14, 39, 74
<ul style="list-style-type: none"> • Use notes or speaking points to assist in delivery 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 144-146 Test Taking Strategies: 66
<ul style="list-style-type: none"> • Express a point of view, providing supporting facts 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Teaching Resources Paperbacks: 135
<ul style="list-style-type: none"> • Give directions and explain a process 	rBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 1: 325 Book 2: 114 Book 3: 42

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Standard 2: Students will read, write, listen, and speak for literary response and expression.	
<ul style="list-style-type: none"> • Express opinions and support them through references to the text 	
<ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning 	rBook TE and rBook SE: 59, 61, 63, 65, 67, 69, 71, 75, 135, 137, 139, 141, 143, 145, 149 Resources for Differentiated Instruction Book 2: 79, 99
<ul style="list-style-type: none"> • Describe the features of the genre to interpret and respond to literary text 	rBook TE and rBook SE: 60-69, 70, 71-73, 136-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 310, 313 Book 3: 23 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
<ul style="list-style-type: none"> • Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response 	rBook TE and rBook SE: 31A, 83A, 157A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179
<ul style="list-style-type: none"> • Use media to support presentation of original and interpretive texts 	rBook TE and rBook SE: 51, 103, 177, 229 Resources for Differentiated Instruction Book 2: 44, 49, 59, 64, 79, 89, 109, 124, 134
<ul style="list-style-type: none"> • Ask and respond to questions and follow-up questions to clarify interpretation 	
<ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives 	rBook TE and rBook SE: 59, 61, 63, 65, 67, 69, 71, 75, 135, 137, 139, 141, 143, 145, 149 Resources for Differentiated Instruction Book 2: 79, 99

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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
<ul style="list-style-type: none"> Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles 	rBook TE and rBook SE: 61, 65, 67, 83, 137, 139, 141, 143, 148-151, 157, 209, 211, 213, 215, 217, 233 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 18, 21, 22 Paperbacks: 16, 17, 19, 20, 21, 22, 23, 25, 27, 30, 36, 42, 47, 51, 52
<ul style="list-style-type: none"> Articulate personal opinions to clarify stated positions 	rBook TE and rBook SE: 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Present content that is clearly organized and based on knowledge of audience needs and interests 	rBook TE and rBook SE: 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Present arguments from different perspectives 	rBook TE and rBook SE: 148-151, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Speak extemporaneously to clarify or elaborate 	rBook TE and rBook SE: 59, 61, 63, 65, 67, 69, 71, 75, 135, 137, 139, 141, 143, 145, 149 Resources for Differentiated Instruction Book 2: 79, 99
<ul style="list-style-type: none"> Respond to constructive criticism 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 223, 224, 225-229
<ul style="list-style-type: none"> Use visuals and technology to enhance presentation 	rBook TE and rBook SE: 51, 103, 177, 229 Resources for Differentiated Instruction Book 2: 44, 49, 59, 64, 79, 89, 109, 124, 134

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<ul style="list-style-type: none"> Ask and respond to questions to seek clarity 	rBook TE and rBook SE: 10, 12, 34, 36, 40, 58, 86, 88, 92, 112, 114, 116, 134, 160, 162, 184, 186, 190, 208 Resources for Differentiated Instruction Book 2: 74
Standard 4: Students will read, write, listen, and speak for social interaction.	
<ul style="list-style-type: none"> Speaking informally with familiar and unfamiliar people, individually and in group settings 	rBook TE and rBook SE: 59, 61, 63, 65, 67, 69, 71, 75, 135, 137, 139, 141, 143, 145, 149 Resources for Differentiated Instruction Book 2: 79, 99
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the listener 	Resources for Differentiated Instruction Book 3: 34, 45, 46, 47, 61, 62, 64, 70
<ul style="list-style-type: none"> Provide feedback by asking questions designed to encourage further conversation 	Resources for Differentiated Instruction Book 2: 74 Book 3: 26
<ul style="list-style-type: none"> Respond to the listener's interests, needs, and reactions to social conversations 	Resources for Differentiated Instruction Book 3: 34, 45, 46, 47, 61, 62, 64, 70
<ul style="list-style-type: none"> Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting 	Resources for Differentiated Instruction Book 3: 34, 45, 46, 47, 61, 62, 64, 70
<ul style="list-style-type: none"> Select language and behavior appropriate to the purpose, occasion, and listener 	Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 34, 45, 46, 47, 61, 62, 64, 70
<ul style="list-style-type: none"> Adopt the conventions of email to establish friendly tone in electronic-based social communication 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 1: 329
<ul style="list-style-type: none"> Respond respectfully 	Resources for Differentiated Instruction Book 3: 34, 45, 46, 47, 61, 62, 64, 70