

Scholastic Read 180, Stage A ©2005
correlated to
Rhode Island English Language Arts Framework
Grades K-4

| Rhode Island English Language Arts Framework | Scholastic Read 180, Stage A ©2005 |
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| Standard 1. COMMUNICATION – All students will be effective communicators in varied setting and for varied purposes. | |
| Effective communication is necessary in every aspect of our personal, social, educational, occupational and civic lives. Students will have the ability to listen, speak, view, read and write clearly. Students will understand how to gather and use information to work with others, solve conflicts and share decisions. | |
| Students will use language arts for self-understanding and personal expression. | |
| Be aware of ways that communications is used to select, express, and accommodate personal interest, needs and ideas of self and others. | Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 2: 24, 74, 94, 99, 104, 134 Book 3: 24, 28, 36, 42, 46, 50, 59, 67, 70 |
| Students will use listening, speaking and non-verbal behaviors to clarify and communicate meaning in social settings. | |
| Develop listening and speaking behaviors that enhance verbal communication. | Resources for Differentiated Instruction Book 3: 24, 25, 26, 29, 32, 34, 35, 36, 41, 42, 44, 45, 46, 47, 50, 52, 61, 62, 64, 68 |
| Students will communicate information gathered from print and non-print media to achieve educational purposes. | |
| Learn to access and utilize information through a variety of media with guidance. | rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 84K-84L, 108K-108L, 132M-132N Resources for Differentiated Instruction Book 1: 288-289, 314, 315, 316, 317, 324, 326, 327, 328 Book 2: 74, 141 Teaching Resources Topic Software: 18, 24, 31 |
| Students will use language to prepare for success in the workplace. | |
| Utilize various strategies to gather information about careers. | rBook TE and rBook SE: 12-15, 23-27, 28, 52, 104, 128, 184, 208 Resources for Differentiated Instruction Book 1: 288, 338 Teaching Resources Topic Software: 21, 33, 39, 42, 43, 44, 45 Paperbacks: 31, 35 |
| Students will synthesize information from a variety of sources to make and communicate civic decisions. | |
| Utilize listening, speaking, reading and writing and reading to make and communicate decisions. | rBook TE and rBook SE: 10-11, 12-15, 16-19, 23-27, 92-93, 99-103, 105, 123-127, 155-159 Resources for Differentiated Instruction Book 2: 79, 84, 94, 99, 104, 109 Book 3: 25, 29, 42, 44, 64 |

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| Standard 2. RESPONSE TO TEXT – All students will demonstrate the ability to understand and respond to a wide variety of text. | |
| Students will read, view, comprehend and respond to varied text. Text, in today’s world, includes traditional and contemporary poems, plays, stories, letters, essays, interview, books, magazines, newspapers, visual media, and technical materials. | |
| Students will demonstrate comprehension of a variety of text utilizing word identification skills and strategies. | |
| Develop and use strategies for understanding a variety of print and non-print materials. | rBook TE and rBook SE: 41, 88, 141, 214, 217, 226 Resources for Differentiated Instruction Book 1: 238-239, 264-265, 288-289, 290-291, 314, 315, 316, 317, 325 Teaching Resources Topic Software: 21, 27, 29 Audiobooks: 15, 25 |
| Students will respond to varied text. | |
| Respond to a variety of print and non-print materials. | rBook TE and rBook SE: 86, 112-115, 166-167, 190-191, 226-227 Resources for Differentiated Instruction Book 1: 324, 325, 328, 329, 330 Teaching Resources Topic Software: 31, 51, 68 Audiobooks: 14, 15, 16, 17, 20, 21 Paperbacks: 18, 29 |
| Students will select text for a variety of informational purposes. | |
| With guidance, access and use information from print and non-print sources by applying, research and technology skills. | rBook TE and rBook SE: 29, 53, 105, 129, 161, 185, 209, 237 Resources for Differentiated Instruction Book 1: 324, 325, 326, 327, 328 Book 2: 141-142, 147 |
| Students will identify and evaluate varied text. | |
| Identify the nature and purpose of varied genre. | rBook TE and rBook SE: 56, 108, 110, 132, 150, 212 Teaching Resources Audiobooks: 14, 15, 16, 17, 20, 21, 23, 25 Paperbacks: 12, 14, 16, 17, 25, 31, 32, 35 |

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| Standard 3. CREATION AND PRESENTATION OF TEXT – All students will compose clear text in a variety of forms for many purposes. | |
| Composing processes include thinking, creating, refining, and presenting text in the major forms of rhetoric, including narration, description, exposition, comparison, contrast and argument. Awareness of purpose and audience influences the composing strategies of the writer and speaker. | |
| Students will use process strategies to compose oral and written text. | |
| Generate draft and revise ideas, begin edition for conventions, share and publish text with guidance. | rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235 Resources for Differentiated Instruction Book 2: 14, 24, 39, 54, 64, 69, 79, 89, 104, 109, 114 |
| Students will apply conventions of standard language to create clear and meaningful text. | |
| Apply basic conventions of standard language with guidance. | rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 14, 18, 24, 28, 69, 73, 124, 128, 158-159, 190-191, 212-213 |
| Students will use aesthetic elements of language in oral and written language. | |
| Imitate patterns of rhythm, rhyme and figurative language in communicating. | Resources for Differentiated Instruction Book 2: 49, 53, 134, 138 Book 3: 33, 36, 59, 60, 65 |
| Standard 4. STUDENT VOICE – All students will demonstrate the power and effectiveness of voice through the language arts. | |
| Voice is both an inner and acquired ability which writers and speakers develop from experience and knowledge. Voice allows the author to communicate ideas persuasively, creatively and powerfully. | |
| Students will recognize that their ideas have worth and power when effectively communicated. | |
| Develop ideas, topics and stories and explore reasons for choices in communicating. | rBook TE and rBook SE: 23-24, 47-48, 75-76, 99-100, 123-124, 155-156, 179-180, 203-204, 231-232 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 39, 74, 84, 89, 94, 104, 114 |
| Students will recognize that their voice has an audience. | |
| Demonstrate knowledge of different audiences. | rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 74, 84, 104, 114, 119, 124, 129 |
| Students will develop the confidence and skills to communicate their ideas. | |
| Speak out and write on ideas topics and stories of personal significance. | rBook TE and rBook SE: 47-51, 75-79, 123-127, 179-183, 203-207, 231-235 Resources for Differentiated Instruction Book 2: 19, 24, 39, 59, 74, 94, 99, 104, 109, 124, 129 |

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| Standard 5. AWARENESS AND EVALUATION OF LEARNING PROCESSES – All students will know the processes used to construct and convey meaning through text. They will develop and apply criteria for evaluation and appreciation of their own and other’s text. | |
| Students will understand how they gain meaning from text, how to create text to communicate meaning, and how their previous knowledge and experiences affect text. Students will be able to judge the worth of what they read, write, speak, hear, and represent. | |
| Students will monitor and explain the processes and strategies which help them construct and convey meaning. | |
| Identify strategies used to construct and convey meaning. | Resources for Differentiated Instruction Book 1: 293, 298, 299, 301, 311, 314, 315, 316, 317, 318, 326 Book 2: 16, 31, 42, 56, 71, 86, 116, 121, 126 |
| Students will develop and apply standard for the evaluation of their own, peers’, and others’ text. | |
| Collaboratively discuss and develop standards for evaluating text | rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235 Resources for Differentiated Instruction Book 2: 224-229 |
| Students will develop and apply criteria for the appreciation of text. | |
| Express what they like about their own and others’ text. | rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 99 Teaching Resources Audiobooks: 63 Paperbacks: 103 |
| Standard 6. INQUIRY AND TECHNOLOGY – All students will investigate issues and problems using a variety of current and emerging technologies in school and work settings. | |
| Inquiry is vital to the learning process. Technology in this Information Age provides global access, linking students to the world. Using language arts to access, analyze, synthesize, evaluate and apply the myriad sources of information available through current and emerging technologies, students will investigate issues and solve problems in all aspects of their world. These technologies presently include computers and their expansive capabilities, telecommunications, audio-visual media and a variety of assistive technologies. | |
| Students will identify and articulate problems and questions for inquiry. | |
| Individually and collaboratively use language arts to formulate questions and problems relating to various topics. | rBook TE and rBook SE: 8L, 8, 32L, 32, 56N, 56, 84L, 84, 108L, 108, 132N, 132, 164L, 164, 188L, 188, 212L, 212 |

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| Students will identify and use resources and tools appropriate for their purpose. | |
| Identify information resources, choose appropriate tools with guidance, and employ them effectively. | rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 84K-84L, 108K-108L, 132M-132N, 164K-164L, 188K-188L, 212K-212L Resources for Differentiated Instruction Book 1: 328, 387 Book 2: 74, 141 Teaching Resources Topic Software: 20, 27, 38, 45, 50, 63, 68 |
| Students will organize information and synthesize it in a meaningful way. | |
| Combine and synthesize information from various sources with guidance. | rBook TE and rBook SE: 8L, 32L, 56N, 84L, 108L, 132N, 164L, 188L, 212L Resources for Differentiated Instruction Book 2: 74, 141, 144, 147 Teaching Resources Topic Software: 20, 27, 31, 44, 56 |
| Students will draw conclusions and present findings in a manner which includes the appropriate use of technology. | |
| Draw conclusions and present findings with guidance. | Teaching Resources Topic Software: 21, 33, 36, 37, 39, 43, 45, 51, 55, 60, 61, 66, 68 Audiobooks: 14, 15, 17, 18, 19, 25 |
| Standard7. ENDURING THEMES – All students will use themes and topics from text to make connections and demonstrate and understanding of commonalities and diversity through exploration of universal issues. | |
| Themes (such as friendship, quest, power) link cultures across time and place. Students will develop understandings of enduring themes as they make connections and understandings of themselves in relation to text from different time periods and cultural groups. | |
| Students will relate prior knowledge and experience to universal themes. | |
| Make connections between personal experiences and text. | rBook TE and rBook SE: 47, 75, 179, 231 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |

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| Students will demonstrate an understanding of universal themes across content areas and how they relate to historical and cultural context. | |
| Connect a wide range of experiences through text | rBook TE and rBook SE: 47, 75, 179, 231 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| Students will demonstrate an understanding of recurring problems and enduring issues in various content areas and contexts. | |
| Recognize patterns of enduring issues and recurring problems found in all cultures. | rBook TE and rBook SE: 36-38, 216-221, 227 Teaching Resources Topic Software: 36, 37, 38, 54, 55, 56, 57 Audiobooks: 14, 19, 22, 24 Paperbacks: 21, 24 |
| Standard 8. LITERACY AND THE COMMUNITY – All students will develop and apply their language skills using the community as a learning laboratory. | |
| Students must develop and use the language arts beyond the school setting to recognize their relevance to daily life. Through interaction with civic organizations, social organizations, and business and industry, students will apply language arts skills effectively. | |
| Students will identify and explore school, community and workplace resources and their issues. | |
| Observe, select, access and record meaningful data from community sources. | rBook TE and rBook SE: 29, 53, 105, 129, 237 Resources for Differentiated Instruction Book 1: 326, 327, 328, 386, 387 |
| Students will develop skills and knowledge in addressing school, community and work issues. | |
| Learn about the community, its needs and problems. Participate in cooperative research related to these concerns. Present a demonstration of findings. | Resources for Differentiated Instruction Book 2: 104, 105, 106, 107, 109, 110-111, 113 |
| Standard 9. LANGUAGE ARTS AND CITIZENSHIP – All students will use language effectively and responsibly as member of a democratic society. | |
| Language can be used to inform and persuade and thereby bring about dramatic changes in a democratic, multicultural society. Students will apply and understand language skillfully, effectively and responsibly. | |
| Students will use a variety of language arts skill to become more aware of themselves as community members. | |
| Identify and explore school and community issues and problems. | rBook TE and rBook SE: 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95 Resources for Differentiated Instruction Book 2: 104, 105, 107, 109, 110-111, 113 |

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| Students will make informed decisions from multiple perspectives. | |
| Observe situations, predict possible outcomes, and explain the consequences. | The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 123-125 Resources for Differentiated Instruction Book 2: 104, 109 |
| Students will use language appropriate to purpose, message and audience. | |
| Observe language arts in use and identify / discuss its impact relative to the intended audience. | rBook TE and rBook SE: 23-25, 99-101, 123-125, 155-157 Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124 Book 3: 43, 52, 70 |

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| Standard 1. COMMUNICATION – All students will be effective communicators in varied setting and for varied purposes. | |
| Effective communication is necessary in every aspect of our personal, social, educational, occupational and civic lives. Students will have the ability to listen, speak, view, read and write clearly. Students will understand how to gather and use information to work with others, solve conflicts and share decisions. | |
| Students will use language arts for self-understanding and personal expression. | |
| Use communication to select, express, and accommodate personal interests, needs and ideas of self and others. | Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 2: 24, 74, 94, 99, 104, 134 Book 3: 24, 28, 36, 42, 46, 50, 59, 67, 70 |
| Students will use listening, speaking and non-verbal behaviors to clarify and communicate meaning in social settings. | |
| Differentiate between appropriate uses of verbal and non-verbal communication, identify and practice elements of active listening and effective speaking. | Resources for Differentiated Instruction Book 3: 22, 23, 24, 31, 32, 35, 37, 40, 41, 42, 43, 46, 48, 49, 50, 52, 55, 56, 65, 70 |
| Students will communicate information gathered from print and non-print media to achieve educational purposes. | |
| Access and utilize information effectively through a variety of interactions with media. | rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 84K-84L, 108K-108L, 132M-132N Resources for Differentiated Instruction Book 1: 288-289, 314, 315, 316, 317, 324, 326, 327, 328 Book 2: 74, 141 Teaching Resources Topic Software: 18, 24, 31 |
| Students will use language to prepare for success in the workplace. | |
| Gather information about careers; develop communication skills for the workplace. | rBook TE and rBook SE: 12-15, 23-27, 28, 52, 104, 128, 184, 208 Resources for Differentiated Instruction Book 1: 288, 338 Teaching Resources Topic Software: 21, 33, 39, 42, 43, 44, 45 Paperbacks: 31, 35 |
| Students will synthesize information from a variety of sources to make and communicate civic decisions. | |
| Develop informed opinions by evaluating a variety of print and non-print media. | rBook TE and rBook SE: 108K-108L, 110-111, 112-115, 116-119, 123-127, 136-149, 155-159 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381 Book 2: 94, 99, 102 Teaching Resources Audiobooks: 63 Paperbacks: 103 |

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| Standard 2. RESPONSE TO TEXT – All students will demonstrate the ability to understand and respond to a wide variety of text. | |
| Students will read, view, comprehend and respond to varied text. Text, in today’s world, includes traditional and contemporary poems, plays, stories, letters, essays, interview, books, magazines, newspapers, visual media, and technical materials. | |
| Students will demonstrate comprehension of a variety of text utilizing word identification skills and strategies. | |
| Develop, select and use strategies for understanding a variety of print and non-print materials. | rBook TE and rBook SE: 41, 88, 141, 214, 217, 226 Resources for Differentiated Instruction Book 1: 238-239, 264-265, 288-289, 290-291, 314, 315, 316, 317, 325 Teaching Resources Topic Software: 21, 27, 29 Audiobooks: 15, 25 |
| Students will respond to varied text. | |
| Demonstrate multiple responses to varied text. | rBook TE and rBook SE: 86, 112-115, 166-167, 190-191, 226-227 Resources for Differentiated Instruction Book 1: 324, 325, 328, 329, 330 Teaching Resources Topic Software: 31, 51, 68 Audiobooks: 14, 15, 16, 17, 20, 21 Paperbacks: 18, 29 |
| Students will select text for a variety of informational purposes. | |
| Access and use information from print and non-print sources to applying research and technology skills. | rBook TE and rBook SE: 29, 53, 105, 129, 161, 185, 209, 237 Resources for Differentiated Instruction Book 1: 324, 325, 326, 327, 328 Book 2: 141-142, 147 |
| Students will identify and evaluate varied text. | |
| Review information from varied text for accuracy, and recognize information that has valid support. | rBook TE and rBook SE: 10-11, 12-15, 16-19, 41 Resources for Differentiated Instruction Book 1: 288, 289, 292, 293, 314, 322, 323 Teaching Resources Topic Software: 19, 26, 30, 42, 50, 57, 63, 69 Paperbacks: 31 |

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| Standard 3. CREATION AND PRESENTATION OF TEXT – All students will compose clear text in a variety of forms for many purposes. | |
| Composing processes include thinking, creating, refining, and presenting text in the major forms of rhetoric, including narration, description, exposition, comparison, contrast and argument. Awareness of purpose and audience influences the composing strategies of the writer and speaker. | |
| Students will use process strategies to compose oral and written text. | |
| Compose, share and publish both fiction and non-fiction text. | rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 39, 44, 59, 74, 84, 114, 134 |
| Students will apply conventions of standard language to create clear and meaningful text. | |
| Identify and use basic conventions that clarify meaning. | rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 14, 18, 24, 28, 69, 73, 124, 128, 158-159, 190-191, 212-213 |
| Students will use aesthetic elements of language in oral and written language. | |
| Use patterns and figurative language to develop style. | Resources for Differentiated Instruction Book 2: 49, 53, 134, 138 Book 3: 33, 36, 59, 60, 65 |
| Standard 4. STUDENT VOICE – All students will demonstrate the power and effectiveness of voice through the language arts. | |
| Voice is both an inner and acquired ability which writers and speakers develop from experience and knowledge. Voice allows the author to communicate ideas persuasively, creatively and powerfully. | |
| Students will recognize that their ideas have worth and power when effectively communicated. | |
| Explain and defend ideas and topics in their communication. | rBook TE and rBook SE: 24-25, 100-101, 124-125, 156-157 Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 99, 104, 109, 114 |
| Students will recognize that their voice has an audience. | |
| Recognize how a variety of audiences affects voice. | rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 74, 84, 104, 114, 119, 124, 129 |
| Students will develop the confidence and skills to communicate their ideas. | |
| Experiment with various voices and styles when speaking and writing for specific purposes. | rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 14, 24, 54, 69, 74, 94, 99, 104, 114, 124, 134 |

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| Standard 5. AWARENESS AND EVALUATION OF LEARNING PROCESSES – All students will know the processes used to construct and convey meaning through text. They will develop and apply criteria for evaluation and appreciation of their own and other’s text. | |
| Students will understand how they gain meaning from text, how to create text to communicate meaning, and how their previous knowledge and experiences affect text. Students will be able to judge the worth of what they read, write, speak, hear, and represent. | |
| Students will monitor and explain the processes and strategies which help them construct and convey meaning. | |
| Explain and use the strategies to construct and convey meaning. | Resources for Differentiated Instruction Book 1: 293, 298, 299, 301, 311, 314, 315, 316, 317, 318, 326 Book 2: 16, 31, 42, 56, 71, 86, 116, 121, 126 |
| Students will develop and apply standard for the evaluation of their own, peers’, and others’ text. | |
| Collaboratively discuss and develop standards based on exemplary works from classroom authors and apply to text. | rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235 Resources for Differentiated Instruction Book 2: 224-229 |
| Students will develop and apply criteria for the appreciation of text. | |
| Make choices involving text based on aesthetic qualities and articulate a rationale. | rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 |
| Standard 6. INQUIRY AND TECHNOLOGY – All students will investigate issues and problems using a variety of current and emerging technologies in school and work settings. | |
| Inquiry is vital to the learning process. Technology in this Information Age provides global access, linking students to the world. Using language arts to access, analyze, synthesize, evaluate and apply the myriad sources of information available through current and emerging technologies, students will investigate issues and solve problems in all aspects of their world. These technologies presently include computers and their expansive capabilities, telecommunications, audio-visual media and a variety of assistive technologies. | |
| Students will identify and articulate problems and questions for inquiry. | |
| Individually and collaboratively use language arts to formulate and explore questions and problems relating to various topics. | rBook TE and rBook SE: 8L, 8, 32L, 32, 56N, 56, 84L, 84, 108L, 108, 132N, 132, 164L, 164, 188L, 188, 212L, 212 |
| Students will identify and use resources and tools appropriate for their purpose. | |
| Develop independence in selecting and using information resources. | rBook TE and rBook SE: 8L, 32L, 56N, 84L, 108L, 132N, 164L, 188L, 212L Resources for Differentiated Instruction Book 2: 74, 141, 144, 147 Teaching Resources Topic Software: 20, 27, 31, 44, 56 |

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| Students will organize information and synthesize it in a meaningful way. | |
| Combine and synthesize information and justify the selection of sources. | rBook TE and rBook SE: 8L, 32L, 56N, 84L, 108L, 132N, 164L, 188L, 212L Resources for Differentiated Instruction Book 2: 74, 141, 144, 147 Teaching Resources Topic Software: 20, 27, 31, 44, 56 |
| Students will draw conclusions and present findings in a manner which includes the appropriate use of technology. | |
| Draw conclusions, present and apply findings. | Teaching Resources Topic Software: 21, 33, 36, 37, 39, 43, 45, 51, 55, 60, 61, 66, 68 Audiobooks: 14, 15, 17, 18, 19, 25 |
| Standard7. ENDURING THEMES – All students will use themes and topics from text to make connections and demonstrate and understanding of commonalities and diversity through exploration of universal issues. | |
| Themes (such as friendship, quest, power) link cultures across time and place. Students will develop understandings of enduring themes as they make connections and understandings of themselves in relation to text from different time periods and cultural groups. | |
| Students will relate prior knowledge and experience to universal themes. | |
| Identify the connection between personal experience and universal themes in text. | rBook TE and rBook SE: 47, 75, 179, 231 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| Students will demonstrate an understanding of universal themes across content areas and how they relate to historical and cultural context. | |
| Explore a wide range of experiences that relate to themselves and others through text. | rBook TE and rBook SE: 47, 75, 179, 231 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| Students will demonstrate an understanding of recurring problems and enduring issues in various content areas and contexts. | |
| Classify and categorize patters of enduring issues and recurring problems. | rBook TE and rBook SE: 36-38, 216-221, 227 Teaching Resources Topic Software: 36, 37, 38, 54, 55, 56, 57 Audiobooks: 14, 19, 22, 24 Paperbacks: 21, 24 |

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| Standard 8. LITERACY AND THE COMMUNITY – All students will develop and apply their language skills using the community as a learning laboratory. | |
| Students must develop and use the language arts beyond the school setting to recognize their relevance to daily life. Through interaction with civic organizations, social organizations, and business and industry, students will apply language arts skills effectively. | |
| Students will identify and explore school, community and workplace resources and their issues. | |
| Access, record, apply, evaluate and integrate meaningful community-based data into a written document or presentation. | rBook TE and rBook SE: 29, 53, 105, 129, 237 Resources for Differentiated Instruction Book 1: 326, 327, 328, 386, 387 |
| Students will develop skills and knowledge in addressing school, community and work issues. | |
| Learn about the community, its needs and problems. Carry out small group and independent research activities using both primary (community based) and secondary sources; present and apply a demonstration of findings. | Resources for Differentiated Instruction Book 2: 104, 105, 106, 107, 109, 110-111, 113 |
| Standard 9. LANGUAGE ARTS AND CITIZENSHIP – All students will use language effectively and responsibly as member of a democratic society. | |
| Language can be used to inform and persuade and thereby bring about dramatic changes in a democratic, multicultural society. Students will apply and understand language skillfully, effectively and responsibly. | |
| Students will use a variety of language arts skill to become more aware of themselves as community members. | |
| Research how individuals in their local community use language arts to impact the lives of people in their community, nation and world. | rBook TE and rBook SE: 80, 160, 236 |
| Students will make informed decisions from multiple perspectives. | |
| Synthesize information about a situation gained from observation and / or text, create new insight, discuss issues of responsibility, and experiment with ways to inform others. | rBook TE and rBook SE: 23-25, 99-101, 123-125 Resources for Differentiated Instruction Book 2: 104, 109 |
| Students will use language appropriate to purpose, message and audience. | |
| Construct, evaluate and revise language in view of its intent and possible impact, with guidance. | rBook TE and rBook SE: 23-25, 99-101, 123-125, 155-157 Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124 Book 3: 43, 52, 70 |