

Scholastic Read 180, Stage C ©2005
correlated to
Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities
High School

Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, High School	Scholastic Read 180, Stage C ©2005
Standard 1.1: Reading Strategies	
Early Reading Skills and Strategies: Phonological Awareness	
RHS: 1 No GLE at this grade level	
Early Reading Skills and Strategies: Concepts of Print	
RHS: 2 No GLE at this grade level	
Word Identification Skills and Strategies	
RHS: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> Identifying multisyllabic words by using knowledge of sounds, syllables, derivational roots and affixes, including foreign language derivations 	rBook TE and rBook SE: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A Resources for Differentiated Instruction Book 1: 65, 68, 71, 74, 110, 113, 119, 122, 125, 128, 131, 134
Context and Self-Correction Strategies	
RHS: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	rBook TE and rBook SE: 118, 171, 198, 199, 237A Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265
Vocabulary Strategies and Breadth of Vocabulary	
RHS: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) 	rBook TE and rBook SE: 20-21, 94-95, 118, 150-151, 171, 198, 199, 221, 237A Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 244-245, 252-253, 254-255, 256-257, 258-259, 264-265, 266-267, 268-269
RHS: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, literary allusions, or word origins, including words from dialects and other languages that have been adopted into English 	rBook TE and rBook SE: 16, 44-45, 87, 94, 137, 138, 174, 198 Resources for Differentiated Instruction Book 1: 242-243, 246-247, 248-249, 250-251, 254-255, 270-271, 272-273
<ul style="list-style-type: none"> Selecting appropriate words or explaining the use of words in context, including connotation and denotation; or use of precise or technical vocabulary, including content-specific vocabulary; or use of words with multiple meanings 	rBook TE and rBook SE: 8-9, 32-33, 56-57, 82-83, 106-107, 118, 130-131, 162-163, 171, 186-187, 198, 199, 210-211 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 250-251, 254-255, 264-265

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Comprehension Strategies	
RHS: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-19, 32C-32D, 56C-56D, 82-91, 106C-106D, 130-149, 162-173, 186C-186D, 210C-210D</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 294-295, 296-297, 300-301, 306-307, 310-311, 318, 320, 328, 332, 337</p> <p>Teaching Resources Topic Software: 18, 20, 24, 26, 31, 36, 39, 42, 45, 49, 54, 61, 63, 69, 215-216, 223-224, 227-228, 229-230, 233-234, 237-238, 241-242, 245-246, 249-250, 251-252, 257-258, 263-264, 277-278, 281-282 Audiobooks: 14, 18, 24, 30-32, 39-41, 45-47, 48-50, 57-59 Paperbacks: 18, 22, 23, 24, 28, 31, 36, 41, 45, 46, 47, 51, 52, 55-56, 65-66, 73-74, 75-76, 81-82, 87-88, 93-94, 101-102, 107-108, 113-114, 121-122, 127-128, 133-134</p>
Monitoring and Adjusting Strategies	
RHS: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.) 	<p>rBook TE and rBook SE: 11, 15, 35, 67, 85, 93, 146, 165, 191, 237A</p> <p>Resources for Differentiated Instruction Book 1: 314, 315, 317, 419, 420-421, 426-427, 432-433, 434-435</p> <p>Teaching Resources Audiobooks: 11, 17, 22, 30, 42, 54 Paperbacks: 15, 18, 21, 24, 27, 30, 33, 36, 40, 43, 46, 47, 50, 55, 57, 67, 77, 85, 87, 97, 99, 109, 121, 129</p>

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Standard 1.2: Reading Accuracy	
Accuracy and Fluency	
RHS: 9 Reads material appropriate to high school with:	
<ul style="list-style-type: none"> Accuracy: reading material appropriate for high school least 90–94% accuracy (See Appendix for sample titles.) 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10-19, 34-43, 60-69, 84-91, 108-117, 134-149, 164-173, 188-197, 212-225</p> <p>Resources for Differentiated Instruction Book 1: 162, 346, 350, 360, 366, 372, 380-381, 388, 393-394, 405-407, 408-411, 412, 413, 417</p> <p>Teaching Resources Topic Software: 79-82, 103-106, 131-134, 147-150, 167-170, 191-194, 203-206 Audiobooks: 16, 19, 22, 25 Paperbacks: 13, 16, 19, 22, 26, 29, 32, 35, 38, 41, 44, 47, 50</p>
<ul style="list-style-type: none"> Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading 	<p>rBook TE and rBook SE: 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A</p> <p>Resources for Differentiated Instruction Book 1: 158-159, 160-163, 164-167, 168-171, 172-175, 176-179, 180-183</p> <p>Teaching Resources Topic Software: 9 Audiobooks: 7-8 Paperbacks: 9-10</p>
<ul style="list-style-type: none"> Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 	<p>rBook TE and rBook SE: 31A, 55A, 105A, 129A, 161A, 185A, 209A</p> <p>Resources for Differentiated Instruction Book 1: 158, 160-161, 164-167, 168-171, 172-175, 176-179</p> <p>Teaching Resources Audiobooks: 7-8</p>

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Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Initial Understanding of Literary Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
RHS: 10 Demonstrate initial understanding of elements of literary text by...	
<ul style="list-style-type: none"> Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; identifying protagonist or antagonist 	rBook TE and rBook SE: 56E-56F, 58-59, 60-61, 62-63, 64-65, 130C-130D, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 318 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 23, 24, 27, 33, 45, 57 Paperbacks: 13, 14, 18, 20, 23, 24, 27, 30, 32, 34, 35, 36, 37, 39, 40, 42, 43, 45, 47, 49, 50, 51, 57, 65, 69, 77, 83, 93, 97, 103, 107, 113, 119, 127, 129, 131
<ul style="list-style-type: none"> Paraphrasing or summarizing, with major events sequenced, as appropriate to text 	Resources for Differentiated Instruction Book 1: 85, 89, 294-295 Teaching Resources Audiobooks: 10, 12, 15, 30 Paperbacks: 20, 29, 40, 46, 51
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], adventure myths, comedies, tragedies, satires, parodies) 	rBook TE and rBook SE: 58-59, 132-133 Resources for Differentiated Instruction Book 1: 334, 335, 344, 345
RHS: 11 Demonstrate initial understanding of author’s craft used in literary texts by...	
<ul style="list-style-type: none"> Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy 	rBook TE and rBook SE: 60, 63, 65, 67, 69, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 147, 149, 223, 225 Resources for Differentiated Instruction Book 1: 334, 338, 339, 340, 342, 343 Teaching Resources Audiobooks: 11, 12, 13

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Initial Understanding of Informational Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
RHS: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...	
<ul style="list-style-type: none"> Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) 	rBook TE and rBook SE: 34, 42-43, 92-93, 116-117, 170, 172-173, 196-197 Resources for Differentiated Instruction Book 1: 330, 331, 332, 333
<ul style="list-style-type: none"> Using information from the text to answer questions or to state the central idea or provide supporting key details 	rBook TE and rBook SE: 8C-8D, 11-19, 31, 34-43, 55, 82C-82D, 86-93, 105, 108-117, 129, 164-173, 185, 188-197, 209, 212-221, 237, 420, 421 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69 Audiobooks: 21, 22 Paperbacks: 15, 16, 19, 21, 22, 25, 26, 33, 38, 41, 44, 48, 52, 61, 117
<ul style="list-style-type: none"> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) 	rBook TE and rBook SE: 8D, 11, 13, 15, 17, 19, 32D, 35, 37, 39, 41, 43, 82D, 89, 106D, 109, 113, 162D, 165, 169, 186D, 188-197, 210D, 213217 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 437 Teaching Resources Audiobooks: 12, 21, 22, 48, 51 Paperbacks: 15, 16, 19, 21, 22, 25, 26, 33, 38, 41, 44, 48, 52, 59, 61, 67, 71, 73, 79, 81, 95, 105, 111, 117, 125, 133

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<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, textbooks, newspapers, public documents/discourse, technical manuals, biographies, autobiographies, essays, articles, primary source historical documents, periodicals, job-related materials, speeches, online reading; and practical/functional: schedules, procedures, instructions, announcements, invitations, advertisements, pamphlets, schedules, memos) 	rBook TE and rBook SE: 29, 34, 42-43, 53, 92-93, 103, 116-117, 127, 170, 172-173, 183, 196-197, 207, 235 Resources for Differentiated Instruction Book 1: 330, 331, 332, 333
Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text	
5.11: Literary elements and Devices	
Analysis and Interpretation of Literary Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
RHS: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
<ul style="list-style-type: none"> Explaining or supporting logical predictions 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 67, 143 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 10, 11, 13, 14, 16, 33 Paperbacks: 13, 14, 18, 20, 30, 34, 35, 37, 39, 43, 47, 49, 50, 69, 97, 127
<ul style="list-style-type: none"> Analyzing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters’ personalities or their changes over time 	rBook TE and rBook SE: 59, 130D, 133, 139, 145, 147 Resources for Differentiated Instruction Book 1: 306, 307 Teaching Resources Audiobooks: 15, 16, 18, 23, 24, 57 Paperbacks: 14, 18, 32, 39, 40, 43, 45, 57, 65, 93, 107, 115, 119
<ul style="list-style-type: none"> Making inferences about cause/effect, internal and/or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing reader’s interpretation between characters and evolving plots) 	rBook TE and rBook SE: 61, 65, 133, 137, 139, 149 Resources for Differentiated Instruction Book 1: 328 Teaching Resources Paperbacks: 19, 20

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<ul style="list-style-type: none"> Explaining how the narrator’s point of view or style affects the reader’s interpretation 	<p>The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 60, 134, 147, 149</p> <p>Resources for Differentiated Instruction Book 1: 319, 328</p>
<ul style="list-style-type: none"> Determining how the author’s purpose (e.g., to entertain, inform, persuade), message/theme, or underlying beliefs are supported within the text 	<p>rBook TE and rBook SE: 59, 130E-130F, 133</p> <p>Resources for Differentiated Instruction Book 1: 312, 320, 341</p> <p>Teaching Resources Audiobooks: 17, 36 Paperbacks: 29, 43, 87, 115</p>
RHS: 14 Analyze and interpret author’s craft (citing where appropriate) by...	
<ul style="list-style-type: none"> Demonstrating knowledge of use of author’s style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works 	<p>rBook TE and rBook SE: 56C-56D, 56E-56F, 58-59, 60, 61, 63, 64, 65, 67, 69, 1303C-130D, 130E-130F, 132-133, 135, 136, 137, 139, 140, 141, 142, 143, 145, 147, 149, 152-157, 223, 225</p> <p>Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 328, 338, 339, 340, 341, 342, 343, 344, 345</p> <p>Teaching Resources Audiobooks: 14, 17, 20, 24, 27, 36, 45, 57 Paperbacks: 14, 18, 24, 27, 28, 29, 32, 37, 39, 42, 43, 45, 50, 51, 57, 65, 77, 83, 85, 87, 93, 103, 107, 113, 115, 119, 129, 131</p>
RHS: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...	
<ul style="list-style-type: none"> Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas 	<p>rBook TE and rBook SE: 60, 62, 66, 68, 72-77, 134, 138, 146, 148, 222, 224, 225</p> <p>Resources for Differentiated Instruction Book 1: 336</p> <p>Teaching Resources Paperbacks: 28, 58, 66, 78, 86, 92, 108, 122, 124, 128, 143</p>

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<ul style="list-style-type: none"> Making thematic connections between literary or other texts and the broader world of ideas 	<p>The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 58-59, 65, 130E-130F, 132-133, 149, 225</p> <p>Resources for Differentiated Instruction Book 1: 312-313, 341</p> <p>Teaching Resources Audiobooks: 17, 36 Paperbacks: 28, 29, 34, 35, 43, 50, 85, 87, 115</p>
Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Analysis and Interpretation of Informational Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
RHS: 16 Analyze and interpret informational text, citing evidence as appropriate by...	
<ul style="list-style-type: none"> Explaining connections about information within a text, across texts, or to related ideas 	<p>rBook TE and rBook SE: 8L, 11, 14, 19, 32L, 36, 41, 82L, 88, 91, 106L, 162L, 172, 186L, 195</p> <p>Resources for Differentiated Instruction Book 1: 336</p>
<ul style="list-style-type: none"> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) 	<p>rBook TE and rBook SE: 31, 55, 105, 129, 185, 209, 237</p> <p>Resources for Differentiated Instruction Book 1: 323, 324, 325</p> <p>Teaching Resources Audiobooks: 12</p>
<ul style="list-style-type: none"> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message, explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/judgments and assertions about the text that are relevant 	<p>rBook TE and rBook SE: 16, 19, 37, 88, 90, 92, 110, 112, 167, 168, 210C-210D, 212-221</p> <p>Resources for Differentiated Instruction Book 1: 302, 303, 325, 326, 327</p> <p>Teaching Resources Topic Software: 25, 26, 30, 32, 36, 37, 38, 39, 42, 45, 48, 49, 50, 51, 54, 55, 56, 66, 67, 68 Audiobooks: 12, 21 Paperbacks: 15, 19, 21, 44, 48</p>

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<ul style="list-style-type: none"> Evaluating the clarity and accuracy of information (e.g., author’s bias, use of persuasive strategies, consistency, effectiveness of organizational pattern, logic of arguments, expertise of author, propaganda techniques, authenticity, appeal to friendly or hostile audience, or faulty modes of persuasion) 	<p>Resources for Differentiated Instruction Book 1: 323, 337</p>
<ul style="list-style-type: none"> Making inferences about causes or effects 	<p>The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 162C-162D, 164-173, 195</p> <p>Resources for Differentiated Instruction Book 1: 296, 297</p> <p>Teaching Resources Topic Software: 19, 20, 24, 30, 31, 32, 38, 43, 51, 60, 61, 63 Audiobooks: 12, 22 Paperbacks: 25, 33, 38, 105</p>
Standard 1.4: Reading Range of Text	
Reading Extensively	
RHS: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading 	<p>The opportunity to address this objective is available. See the following:</p> <p>Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 52</p>

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Reading Widely and In Depth	
RHS: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, adventure myths, epics, comedy, tragedy, satires, parodies; informational: biography, autobiography, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, editorials, political cartoons, textbooks, technical manuals, primary source historical documents, periodicals, job-related materials, speeches, online reading; and practical/functional texts: schedules, procedures, pamphlets, announcements, memos, invitations) 	rBook TE and rBook SE: 10, 36-38, 40-43, 60-65, 66-69, 84, 90-93, 103, 170-173, 183, 190-192, 207, 212, 214-221, 222-225, 235 Resources for Differentiated Instruction Book 1: 334, 335, 344, 345 Teaching Resources Topic Software: 60, 75 Audiobooks: 14, 16, 20, 22 Paperbacks: 13, 14, 16, 18, 27, 28, 40, 42, 46, 51
<ul style="list-style-type: none"> Reading at least the equivalent of four books by an author, about a subject, on one theme, or in one genre 	This objective falls outside the scope of Scholastic <i>Read 180, Stage C</i> .
Standard 1.4: Reading Range of Text	
Standard 5.12: Literate Community	
Literate Community	
RHS: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> Self selecting reading materials in line with reading ability and personal interests 	Teaching Resources Audiobooks: 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 52
<ul style="list-style-type: none"> Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others. 	rBook TE and rBook SE: 25, 49, 75, 99, 123, 155, 179, 203, 231 Teaching Resources Audiobooks: 8 Paperbacks: 10

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Standard 1.5: Writing Dimensions	
Writing Process	
WHS: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	rBook TE and rBook SE: 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-181, 200-205, 228-233 Resources for Differentiated Instruction Book 2: 15, 27, 39, 45, 63, 69, 81, 87, 93, 105, 117
Standard 1.6: Writing Conventions	
WHS: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> Applying rules of standard English usage to correct grammatical errors 	rBook TE and rBook SE: 26, 50, 76, 77, 100, 124, 156, 180, 181, 204 Resources for Differentiated Instruction Book 2: 21, 51, 57, 81, 105, 111, 117, 123, 153, 159
<ul style="list-style-type: none"> Applying capitalization rules 	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 15, 21, 39, 45, 57, 63, 75, 87, 93, 99, 105, 111, 117, 129, 135, 147, 153, 165, 194-195
<ul style="list-style-type: none"> Applying appropriate punctuation rules to various sentence patterns 	rBook TE and rBook SE: 27, 101, 125 Resources for Differentiated Instruction Book 2: 15, 33, 39, 51, 57, 69, 75, 87, 105, 111, 117, 123, 129, 141, 147, 153, 159, 165, 186-187
WHS: 3 In independent writing, students demonstrate command of conventional English spelling by...	
<ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing 	rBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 21, 33, 39, 45, 75, 81, 111, 117, 129, 147, 153
<ul style="list-style-type: none"> Applying conventional and word-derivative spelling patterns/rules, to new situations, including syllable division, stressed/unstressed syllables, and correct spelling of content-area vocabulary 	This objective falls outside the scope of Scholastic Read 180, Stage C.
<ul style="list-style-type: none"> Correctly spelling grade-appropriate word groups that share a common root (e.g., “hydroplane,” “hydrometer,” “dehydrated”; or “transfer,” “inference,” “conference,” “deferred,” “refer”) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 70

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<ul style="list-style-type: none"> Using a variety of resources to correct spelling 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction Book 2: 21, 33, 39, 45, 75, 81, 111, 117, 129, 147, 153</p>
Standard 5.18: Structures	
Structures of Language	
WHS: 4 Students demonstrate command of the structures of the English language by...	
<ul style="list-style-type: none"> Writing a variety of correct sentences, using embedded phrases and clauses 	<p>Resources for Differentiated Instruction Book 2: 190-191, 244-245</p>
<ul style="list-style-type: none"> Using the paragraph form: indenting, main idea, supporting details 	<p>rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231</p> <p>Resources for Differentiated Instruction Book 2: 56-61, 68-71, 74-79, 104-107, 116-119</p>
<ul style="list-style-type: none"> Identifying organizational structures within paragraphs or within texts 	<p>rBook TE and rBook SE: 24-25, 48-49, 58-59, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231</p> <p>Resources for Differentiated Instruction Book 2: 14-17, 20-23, 38-42, 56-61, 68-71, 74-79, 92-97, 98-101, 110-114, 116-119, 128-131</p>
<ul style="list-style-type: none"> Using a format and text structure appropriate to the purpose of the writing 	<p>rBook TE and rBook SE: 24-25, 48-49, 74-75, 98-99, 122-123, 154-155, 178-179, 202-203, 230-231</p> <p>Resources for Differentiated Instruction Book 2: 14-17, 20-23, 26-29, 38-42, 68-71, 74-79, 86-91, 92-97, 98-101, 104-107, 110-114</p>

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Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standards 5.13: Responding to Text	
Writing in Response to Literary or Informational Text	
WHS: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> Selecting key ideas to set context appropriate to audience 	rBook TE and rBook SE: 73, 97, 153 Resources for Differentiated Instruction Book 2: 80-85, 98-101, 122-127
<ul style="list-style-type: none"> Making thematic connections between texts, prior knowledge, or the broader world of ideas 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 153 Resources for Differentiated Instruction Book 2: 80-85, 98-101, 122-127
WHS: 6 In response to literary or informational text, students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> Establishing an interpretative claim in the form of a focus/thesis statement when given a prompt 	rBook TE and rBook SE: 154 Resources for Differentiated Instruction Book 2: 122-125
<ul style="list-style-type: none"> Using specific details and references to text or specific citations to support interpretative claims 	rBook TE and rBook SE: 154 Resources for Differentiated Instruction Book 2: 122-125
<ul style="list-style-type: none"> Supporting interpretative claims with references to critical sources about text 	This objective falls outside the scope of Scholastic <i>Read 180, Stage C</i> .
<ul style="list-style-type: none"> Interpreting the author’s decisions regarding elements of the text 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 154 Resources for Differentiated Instruction Book 2: 122-125

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WHS: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> Organizing ideas so that the reader can easily follow the writer’s line of thinking, using effective transitions, and drawing a conclusion by synthesizing information 	rBook TE and rBook SE: 98-99, 154-155 Resources for Differentiated Instruction Book 2: 80-85, 98-101, 122-127
<ul style="list-style-type: none"> Addressing the reader’s possible questions 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 98-99, 154-155 Resources for Differentiated Instruction Book 2: 80-85, 98-101, 122-127
<ul style="list-style-type: none"> Using effective voice and tone (word choice and sentence patterns) for desired effect on reader 	Resources for Differentiated Instruction Book 2: 98-103
<ul style="list-style-type: none"> Excluding loosely related or extraneous information 	rBook TE and rBook SE: 99 Resources for Differentiated Instruction Book 2: 80-85, 98-101, 181
Standard 1.8: Reports	
Standard 1.19: Research	
Informational Writing: Reports	
WHS: 8 In reports, students organize information/concepts by...	
<ul style="list-style-type: none"> Using an organizational text structure appropriate to focus/controlling idea 	Resources for Differentiated Instruction Book 2: 104-107
<ul style="list-style-type: none"> Using transition words or phrases appropriate to organizational text structure 	Resources for Differentiated Instruction Book 2: 104-109
<ul style="list-style-type: none"> Drawing a conclusion by synthesizing information from the report and relating it to broader ideas/concepts 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104-109, 178, 181
<ul style="list-style-type: none"> Obtaining information from multiple locations or sources when appropriate 	Resources for Differentiated Instruction Book 2: 105
<ul style="list-style-type: none"> Listing and citing sources, using accepted format, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 105, 178, 181

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WHS: 9 In reports, students effectively convey a perspective on subject by...	
<ul style="list-style-type: none"> Stating and maintaining a focus/controlling idea/thesis (purpose) 	Resources for Differentiated Instruction Book 2: 104-107
<ul style="list-style-type: none"> Writing with a sense of audience, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 105, 178, 181
<ul style="list-style-type: none"> Establishing an authoritative stance, when appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 105, 178, 181
WHS: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> Including facts and details relevant to focus/controlling idea, and excluding extraneous information 	Resources for Differentiated Instruction Book 2: 105, 181
<ul style="list-style-type: none"> Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images 	Resources for Differentiated Instruction Book 2: 105, 181
<ul style="list-style-type: none"> Addressing readers’ concerns 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 105, 178, 181
<ul style="list-style-type: none"> Commenting on the significance of the information throughout the report 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 105, 178, 181
Standard 1.9: Narratives	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Narratives	
WHS: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> Engaging readers by creating context relevant to central idea and/or tension 	rBook TE and rBook SE: 48, 178, 230 Resources for Differentiated Instruction Book 2: 15, 21, 27, 33, 39
<ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line 	rBook TE and rBook SE: 46-49, 176-179, 228-231 Resources for Differentiated Instruction Book 2: 14-17, 20-23, 26-29, 32-35, 38-42

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<ul style="list-style-type: none"> Using a variety of techniques to dramatize events 	Resources for Differentiated Instruction Book 2: 26-31
<ul style="list-style-type: none"> Establishing character motivation, problem/conflict/challenge, and resolution, and maintaining point of view 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14-17, 20-25, 26-29
WHS: 12 Students demonstrate use of narrative strategies by...	
<ul style="list-style-type: none"> Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose) 	Resources for Differentiated Instruction Book 2: 32-35
<ul style="list-style-type: none"> Using dialogue to advance action 	Resources for Differentiated Instruction Book 2: 26-31
<ul style="list-style-type: none"> Developing characters through description, speech and actions, and relationships with other characters, when appropriate 	Resources for Differentiated Instruction Book 2: 26-31, 32-35
<ul style="list-style-type: none"> Using voice appropriate to purpose 	Resources for Differentiated Instruction Book 2: 23, 25, 33, 37
<ul style="list-style-type: none"> Maintaining focus or theme 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 176-179, 228-231 Resources for Differentiated Instruction Book 2: 14-17, 20-23, 26-29, 32-35, 38-42
<ul style="list-style-type: none"> Controlling the pace of the story 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 176-179, 228-231 Resources for Differentiated Instruction Book 2: 14-17, 20-23, 26-29, 32-35, 38-42

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Standard 1.10: Procedures	
Informational Writing: Procedures	
WHS: 13 In written procedures, students organize steps of procedures by...	
<ul style="list-style-type: none"> Providing a purpose by giving context to let the reader know when the procedure is appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141
<ul style="list-style-type: none"> Using and defining specific technical vocabulary, appropriate to manner, audience, and purpose 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141
<ul style="list-style-type: none"> Using a variety of transitions to arrange the steps in a logical manner 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140-145
<ul style="list-style-type: none"> Using details and examples to help the reader understand and visualize the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140-145
<ul style="list-style-type: none"> Providing a list of specific materials/equipment, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141
<ul style="list-style-type: none"> Providing a conclusion that advances the reader’s understanding or appreciation of the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140-145
WHS: 14 In written procedures, students anticipate the readers’ needs by...	
<ul style="list-style-type: none"> Addressing problems that might arise for the reader 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140-145
<ul style="list-style-type: none"> Creating a format that is easy to follow 	Resources for Differentiated Instruction Book 2: 140-145
<ul style="list-style-type: none"> Using a variety of strategies and technology to ensure the procedure is user-friendly 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140-145

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Standard 1.11: Persuasive Writing	
Informational Writing: Persuasive Writing	
WHS: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
<ul style="list-style-type: none"> • Establishing necessary context, taking audience into account, as needed 	rBook TE and rBook SE: 121 Resources for Differentiated Instruction Book 2: 117, 123, 129, 135
<ul style="list-style-type: none"> • Stating and maintaining a clear position on the problem or issue (purpose) 	rBook TE and rBook SE: 120-123 Resources for Differentiated Instruction Book 2: 116-121, 122-125, 128-131, 134-139
<ul style="list-style-type: none"> • Taking an authoritative stance 	rBook TE and rBook SE: 123 Resources for Differentiated Instruction Book 2: 128-133, 134-139
WHS: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
<ul style="list-style-type: none"> • Providing a hook 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 121-123 Resources for Differentiated Instruction Book 2: 117, 123, 129, 135
<ul style="list-style-type: none"> • Arranging supporting evidence persuasively with effective use of transitional words and phrases 	rBook TE and rBook SE: 123
<ul style="list-style-type: none"> • Providing convincing and relevant arguments and/or reasons 	rBook TE and rBook SE: 120-123 Resources for Differentiated Instruction Book 2: 116-121, 122-125, 128-133, 134-139
<ul style="list-style-type: none"> • Addressing the reader’s potential concerns or counterarguments 	Resources for Differentiated Instruction Book 2: 128-133, 135
<ul style="list-style-type: none"> • Writing an effective conclusion 	rBook TE and rBook SE: 120-123 Resources for Differentiated Instruction Book 2: 116-119, 122-127, 128-131, 134-139

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Standard 1.12: Personal Essay	
Expressive Writing: Reflective Essay	
WHS: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> • Using concrete details and sensory language to establish context/occasion (purpose) 	rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-67
<ul style="list-style-type: none"> • Establishing or evolving focus/purpose 	rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-67
<ul style="list-style-type: none"> • Establishing individual, thoughtful voice and style 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-67
<ul style="list-style-type: none"> • Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-67
<ul style="list-style-type: none"> • Having coherent organization through a natural progression of ideas 	rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-63
<ul style="list-style-type: none"> • Leaving reader with something to think about. 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 229-231 Resources for Differentiated Instruction Book 2: 62-67

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Standard 1.23: Poetry	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Poetry	
WHS: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> • Writing poems in a variety of voices for a variety of audiences (purpose) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 164-168
<ul style="list-style-type: none"> • Writing poems that express mood, thought, or feeling 	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> • Choosing conventional or alternative text structures to achieve impact 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 164-168
WHS: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> • Selecting vocabulary according to purpose or for effect on audience 	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> • Using rhyme, rhythm, literary elements, or figurative language 	Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> • Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 164-169
<ul style="list-style-type: none"> • Using a variety of poetic forms 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 164-169