



Stages A, B, C

Grades 4 and above

Correlation to the California English Language Development Standards

Scholastic Education
California Region
1301 Shoreway Road, Suite 101
Belmont, CA 94002
(650) 802-0380



**Correlation of Scholastic *READ 180* Stages A and B
to California English Language Arts Standards/English Language Development Standards for Grades 4 – 8
(Beginning, Intermediate, and Advanced Levels)**

**Correlation of Scholastic *READ 180* Stage C
to California English Language Arts Standards/English Language Development Standards for Grades 9 – 12
(Beginning, Intermediate, and Advanced Levels)**

The instructional strategies in *READ 180* are specifically tailored to the needs of students who are English Language Learners, and are based on research documenting effective techniques with this population.

- Grouping for differentiated instruction.
- Content-rich videos (with summaries in Spanish) that provide background to help students develop mental models for the text.
- Vocabulary supported through systematic introduction of context-relevant vocabulary in the videos.
- Development of academic language.
- Analysis of the phonological/morphological structure of the English language.
- Many opportunities for oral-reading practice, including making recordings for self-assessment.
- Audiobook narration that provides a model of fluent reading, pronunciation, and phrasing of text.
- Translation of all key words in Spanish.
- Parent letters in English and Spanish.

For further information, contact your local Scholastic representative, or the Scholastic Regional Office.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Phonemic Awareness, Decoding and Word Recognition	<ul style="list-style-type: none"> • Recognize and produce English phonemes that are like phonemes students hear and produce in their primary language. • Recognize and produce English phonemes that are not like phonemes students hear and produce in their primary language. 	<p>Students have opportunities to recognize and produce familiar and unfamiliar phonemes during direction instruction, skills practice, and independent reading practice.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> and <i>Audiobooks</i> provide opportunities for students to hear and practice recognizing English phonemes. CD Passages can be played and replayed at student-selected speeds, one word at a time or by phrase. Highlight vocabulary is repeated in the Topic CD Word Zone. A recording feature on the software allows students to practice and self-monitor their pronunciations. • <i>SIPPS Beginning Level</i> offers systematic instruction in short-vowel and single-syllable decoding. • <i>Whole-Group Direction Instruction</i> (Book 2) offers professional development in phonics, phonemic awareness and syllabication as well as direct instruction for phonics and phonemic awareness activities. • <i>Skills Practice</i> (Reproducibles for Stage A/B) includes phonics and syllabication practice pages

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Phonemic Awareness, Decoding and Word Recognition, con't	<ul style="list-style-type: none"> • Produce most English phonemes while beginning to read aloud. 	<p>Scaffolded reading materials help students make connections between sounds and spelling and recognize high-frequency words as they begin to read aloud.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> can be played word by word at student selected speeds. In the Word Zone, students can record their pronunciation of study or review words and compare their pronunciations with the announcer's. The software also helps students develop automaticity in word recognition and production. • <i>Phonics Chapter Books</i> (tab 3, Book 4) offers 5 different phonemic awareness routines that may be practiced as part of phonics lessons keyed to individual Phonics Chapter Book titles. • <i>Reading Skills Kits</i> (tab 4, Book 4) offer multiple opportunities to practice phonics. See skills correlation charts.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
<p>Vocabulary and Concept Development</p>	<ul style="list-style-type: none"> • Produce simple vocabulary to communicate basic needs in social and academic settings. • Demonstrate comprehension of simple vocabulary with an appropriate action. • Recognize simple affixes, prefixes, synonyms, and antonyms. • Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words. 	<p>Daily whole-class and small-group discussions foster the acquisition of social and academic language. Students also engage in word analysis and vocabulary development during direct instruction and skills practice.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) offers professional development for the word analysis and vocabulary development, as well as direct instruction lessons for high-frequency vocabulary, common idioms, prefixes, suffixes, synonyms, antonyms and context clues. • <i>Reading Strategies, Vol.1</i> (tab 1, Book 3) presents additional word study strategies along with guided practice and application opportunities. • <i>Topic CDs</i> give word study tips for selected vocabulary. Targeted skills for passages include prefixes, suffixes, multiple suffixes, inflected endings, and more. • <i>Skills Practice</i> (Reproducibles for Stage A/B) includes vocabulary and word study practice pages.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Vocabulary and Concept Development, con't	<ul style="list-style-type: none"> • Retell stories using simple words, phrases, and sentences. 	<p>Daily small-group meetings provide a safe environment for students to retell and discuss reading using simple words, phrases, and sentences.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), <i>Skills Practice</i> (Reproducibles for Stage A/B), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer direct instruction and practice in paraphrasing and summarizing. • <i>Guided and Independent Practice: Teacher's Resource Book</i> (Book 6) includes a graphic organizer to plan a summary.
	<ul style="list-style-type: none"> • Recognize the difference between first and third person using phrases or simple sentences 	<p>Students practice identifying the narration in a story and practice using appropriate pronouns in a variety of lessons and graphic organizers.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Skills Practice</i> (Reproducibles for Stage A/B), and <i>Reading Strategies Vol. 1</i> (tab 1, Book 3) include several different lessons on pronoun use and analyzing character lessons that can be used to help students identify narrator's voice (first- or third-person).

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
<p>Phonemic Awareness, Decoding, Word Recognition, and Concepts about Print</p>	<ul style="list-style-type: none"> • Produce English phonemes while reading aloud. • Recognize sound/symbol relationship and basic word formation rules in written text (e.g., basic syllabication rules and phonics). • Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas. 	<p>Students produce and recognize English phonemes during direct instruction, skills practice, and independent reading of literature and content-area text.</p> <ul style="list-style-type: none"> • <i>Audiobooks, Paperbacks, Topic CD Passages, Phonics Chapter Books, Reading Skills Cards and Paperbacks</i> offer materials students can read independently with success. • <i>Topic CD Passages</i> include the Word Zone, which offers concrete tips for decoding words from the passage, and the Spelling Zone, which helps students connect sounds to spelling. • <i>SIPPS Extension</i> and <i>Challenge</i> levels offer systematic instruction in sound/symbol relationships and syllabication. • <i>Whole-Group Direction Instruction (Book 2)</i> and <i>Skills Practice (Reproducibles for Stage A/B)</i> offer lessons and practice in syllabication, phonics, and text features, including parts of a book.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
<p>Vocabulary and Concept Development</p>	<ul style="list-style-type: none"> • Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. • Apply knowledge of vocabulary to discussions related to reading tasks. • Read simple vocabulary, phrases, and sentences independently. • Read narrative and expository texts aloud with the correct pacing, intonation, and expression. • Use expanded vocabulary and description words for oral and written responses to written texts. 	<p>Daily whole-class and small-group discussions foster the acquisition of social and academic language. Students also practice reading fluency and responding to texts in writing.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages, Phonics Chapter Books, Reading Skills Cards</i> and <i>Paperbacks</i> offer leveled text that students can read independently with success. • <i>Topic CD Passages</i> have a record feature that students can use to practice and self-monitor pronunciation and fluency. • <i>Fluency Routines and Practice</i> (Tab, 2, Book 3) offers professional development, lessons, and practice pages. • <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6) includes QuickWrites that students can use to respond in writing to Topic CD Passages, Audiobooks, and Paperbacks.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Vocabulary and Concept Development, con't	<ul style="list-style-type: none"> • Recognize simple antonyms and synonyms in written text (e.g., good/bad, blend/mix) and begin to use appropriately. • Recognize and understand simple idioms, analogies, and figures of speech in written text. • Recognize that words sometimes have multiple meanings and apply this knowledge to written text. 	<p>Students engage in word analysis and vocabulary development during direct instruction and skills practice.</p> <ul style="list-style-type: none"> • <i>Topic CDs</i> give word study tips for selected vocabulary. Word Zone activities offer practice and assessment opportunities. • <i>Whole-Group Direction Instruction</i> (Book 2) offers professional development for the word analysis and vocabulary development, as well as direct instruction lessons for idioms, synonyms, antonyms, homographs/homophones, and figurative language. • <i>Reading Strategies, Vol.1</i> (tab 1, Book 3), <i>Reading Skills Kits</i> (tab 4, Book 4) and <i>Skills Practice</i> (Reproducibles for Stage A/B) present word study further guided practice and application opportunities.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Vocabulary and Concept Development, con't	<ul style="list-style-type: none"> • Recognize that function of connectors in written text (e.g., <i>first</i>, <i>then</i>, <i>after that</i>, and <i>finally</i>) 	<p>Students are given numerous opportunities to practice sequencing events in stories as well as short nonfiction passages using connectors such as, <i>first</i>, <i>then</i>, <i>next after that</i>, and <i>finally</i>.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer direct instruction and practice in sequence and text structure: sequence. • <i>Guided and Independent Practice: Teacher's Resource Book</i> (Book 6) includes a graphic organizer to help students plot sequence of events. • <i>Topic CD Passages</i> offer practice in applying comprehension skills including sequence of events. • <i>Reading Skills Kits</i> (tab 4, Book 4) offer multiple opportunities to practice sequence. See skills correlation charts.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
<p>Phonemic Awareness, Decoding, Word Recognition, and Concepts about Print</p>	<ul style="list-style-type: none"> • Apply knowledge of English sound/symbol relationships and basic word formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). 	<p>Students have many opportunities to and apply phonics skills and basic structural rules to decode text.</p> <ul style="list-style-type: none"> • <i>Audiobooks, Paperbacks, Topic CD Passages, Phonics Chapter Books, Reading Skills Cards and Paperbacks</i> offer materials students can read independently with success. • <i>Topic CD Passages</i> include the Word Zone, which offers concrete tips for decoding words from the passage, and the Spelling Zone, which helps students connect sounds to spelling. • <i>SIPPS Challenge Level</i> offers phonics review lessons and systematic syllabication instruction. • <i>Whole-Group Direction Instruction</i> (Book 2), pp. 6-72, offers professional development in phonics, phonemic awareness and syllabication as well as direction instruction for phonics, plurals, and lessons in Text Features, including Parts of a Book. • <i>Skills Practice</i> (Reproducibles for Stage A/B) includes practice pages for phonics, syllabication, and plurals.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Vocabulary and Concept Development	<ul style="list-style-type: none"> • Apply knowledge of academic and social vocabulary while reading independently. 	<p>Daily whole-class and small-group discussions foster the acquisition of social and academic language.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages, Phonics Chapter Books, Reading Skills Cards Kits.</i> and <i>Paperbacks</i> offer text that students can read independently with success and provide models of academic and social vocabulary. • <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6) includes QuickWrites that students can use to respond to Topic CDs, Audiobooks, and Paperbacks.
	<ul style="list-style-type: none"> • Be able to use standard dictionary to find meanings of unfamiliar words. • Interpret the meaning of unknown words by using knowledge gained from previously read text. 	<p>Students practice various word-learning strategies to find the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • <i>Topic CDs</i> include four related segments so that students’ background knowledge and vocabulary build across texts. • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies, Vol. 1</i> (tab 1, Book 3), and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer lessons in using a dictionary and thesaurus, context and structural clues, and word origins.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic READ 180 Stage A/B
Vocabulary and Concept Development, con't	<ul style="list-style-type: none"> • Understand idioms, analogies, and metaphors in conversation and written text. 	<p>Students engage in word analysis and vocabulary development during direct instruction and skills practice.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer direct instruction lessons and practice for idioms, connotations/denotations, figurative language, and shades of meaning. • <i>Reading Strategies, Vol.1</i> (tab 1, Book 3) presents additional word study lessons and practice with metaphor, simile, and hyperbole, along with guided practice and application opportunities. • <i>Reading Skills Cards Kits</i> provide additional practice with idioms.

**Reading: Comprehension
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension and Analysis of Grade Level Appropriate Text	<ul style="list-style-type: none"> • Respond to stories read to the student, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). 	<p>Students may respond to stories nonverbally in various ways.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> allow students to respond to text by matching words to sounds, clicking on the correct multiple-choice answer in the Quick Check, or choosing between the discrepancy passages. • <i>Audiobooks</i> are grade-level appropriate text, which students may respond to by creating posters and other illustrated materials.
	<ul style="list-style-type: none"> • Respond orally to stories read to the student, by answering factual comprehension questions (who, what, when, where, and how) using one-or two-word responses. • Respond orally to stories read to the student by answering factual comprehension questions, using phrases or simple sentences 	<p>Students may respond to stories orally in various ways.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2) and the <i>Reading Strategies, Vol.1</i> (Tab 1, Book 3) contains lessons in identifying details and answering factual questions. • <i>Guided and Independent Practice/Teacher’s Resource Book</i> (Book 6) offers QuickWrites that can be used for to solicit brief oral responses of a factual nature. • <i>Audiobooks</i> model self-monitoring questions. Students can use this strategy to ask and answer factual comprehension questions about the text they are reading.

**Reading: Comprehension
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension and Analysis of Grade Level Appropriate Text (con't)	<ul style="list-style-type: none"> • Understand and follow simple one-step directions for classroom related activities. 	<p>Students follow simple classroom directions related to rotations and the activities associated with each on a daily basis.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles) offers direct instruction and practice with following directions.
Structural Features of Information Materials	<ul style="list-style-type: none"> • Identify the basic sequences of events in stories read to the student, using key words or visual representations such as pictures and storyboards. 	<p>Students practice finding the sequence of events using graphic organizers to represent key words.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer direct instruction and practice in sequence and text structure: sequence. • <i>Topic CD Passages</i>, <i>Skills Practice</i> (Reproducibles for Stage A/B), and <i>Guided and Independent Practice: Teacher's Resource Book</i> (Book 6) offer additional practice opportunities as well as graphic organizers for sequencing.

**Reading: Comprehension
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension and Analysis of Grade Level Appropriate Text	<ul style="list-style-type: none"> • Understand and follow simple written directions for classroom related activities. 	<p>Students follow simple classroom directions related to rotations and the activities associated with each on a daily basis.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles) offer lessons and practice with following directions. • <i>Reading Strategies, Vol.2</i> (Tab 1, Book 3) contains lessons and practice with reading instructions.
	Read and orally identify the main ideas and draw inferences about written text using detailed sentences.	<p>Students have numerous opportunities to orally identify main ideas and draw inferences during whole class and small group instruction.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer lessons that can be used to orally elicit from students main ideas and inferences from practice passages. • <i>Skills Practice</i> (Reproducibles for Stage A/B) and <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6), and offer additional practice opportunities.

Reading: Comprehension Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension and Analysis of Grade Level Appropriate Text (con't)	Read and identify basic text features such as title, table of contents, and chapter headings.	<p>Students practice identifying basic text features in whole-class and small-group direct instruction.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Reading Strategies Vol 1</i> (tab 1, Book 3) offer direct instruction for text features, including parts of a book. • <i>Skills Practice</i> (Reproducibles for Stage A/B) offers additional practice for text features.
	Respond to comprehension questions about written text, using detailed sentences (e.g., “The brown bear lives with his family in the forest.”).	<p>Students have numerous opportunities to respond to comprehension questions using detailed sentences.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2) and the <i>Reading Strategies, Vol.1</i> (Tab 1, Book 3) contains reading comprehension questions for all of the reading strategies. • <i>Guided and Independent Practice/Teacher’s Resource Book</i> (Book 6) offers QuickWrites that students can respond to with detailed sentences about Topic CDs, Paperbacks and Audiobooks. • <i>Audiobooks</i> and <i>Paperback</i> guides (Tabs 1 and 2, Book 4) offer numerous comprehension questions on readings.

**Reading: Comprehension
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Structural Features of Information Materials	Identify the basic sequences of events in stories read, using key words or phrases.	<p>Students practice finding the sequence of events using graphic organizers to represent key words or phrases.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer direct instruction in sequence and text structure: sequence. • <i>Topic CD Passages</i> and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer additional practice opportunities for sequencing. • <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6) has graphic organizers to help students plot sequence of events. • <i>Audiobooks</i> and <i>Paperback</i> guides (Tabs 1 and 2, Book 4) offer numerous questions about sequence of events related to readings.

**Reading: Comprehension
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Comprehension and Analysis of Grade Level Appropriate Text</p>	<ul style="list-style-type: none"> • Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause and effect relationships. • Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. • Write a brief story summary (two or three paragraphs). 	<p>Students have numerous opportunities to orally answer questions about cause-and-effect relationships and to practice paraphrasing and summarizing stories and content-area text in order to clarify ideas.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2) and the <i>Reading Strategies, Vol.1</i> (Tab 1, Book 3) contain direct instruction and practice in identifying cause and effect relationships and text structure as well as paraphrasing and summarizing. • <i>Skills Practice</i> (Reproducibles for Stage A/B), <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer additional practice opportunities as well as graphic organizers. • <i>Audiobooks</i> and <i>Paperback</i> guides (Tabs 1 and 2, Book 4) offer numerous comprehension questions related to readings. Audiobooks also model self-monitoring strategies, such as retelling. Students can use this model to help them formulate and answer comprehension questions that clarify text they are reading. • <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) offers instruction in paraphrasing content-area text and writing a synopsis.

**Reading: Comprehension
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension and Analysis of Grade Level Appropriate Text (con't)	<ul style="list-style-type: none"> • Explain how understanding is affected by patterns of organization, repetition of key ideas, syntax, and word choice. 	<p>Students receive direction instruction in text structures, identifying author's purpose, and a wide variety of writer's craft skills.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer direct instruction and practice in recognizing various text structures; comprehension skills such as identifying important/unimportant information, using text evidence, persuasion and propaganda, evaluating author's conclusions, evaluating author's purpose, evaluating author's viewpoint; and word study skills such as denotation and connotation, figurative language, and shades of meaning. • <i>Reading Strategies, Vol.1</i> and <i>Vol 2</i> (Tab 1, Book 3) contain lessons in text structure, identifying fact and opinion, identifying author's purpose, as well as word study lessons such as hyperbole, denotation and connotation, personification, metaphor, and onomatopoeia.

Writing: Conventions
Beginning, Intermediate, Advanced Levels

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Capitalization	<ul style="list-style-type: none"> • Use capital letters to write own name. • Use capital letters to begin a sentence and for proper nouns 	<p>Numerous writing lessons and activities can be adapted for use at various levels of student writing ability.</p> <ul style="list-style-type: none"> • <i>Handwriting Practice</i> (Tab 5, Book 4) includes exercises for writing the letters of the alphabet in print or cursive. • <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) offers a lesson on capitalization of proper nouns and adjectives as well as proofreading practice. • <i>Whole-Group Direct Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles for Stage A/B) offer instruction and practice in common and proper nouns
Punctuation	<ul style="list-style-type: none"> • Use a period or question mark at the end of a sentence. 	<p><i>Whole-Group Direct Instruction</i> (Book 2), <i>Skills Practice</i> (Reproducibles for Stage A/B), and <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) contain direct instruction and practice in punctuating the four types of sentences.</p>

Writing: Conventions
Beginning, Intermediate, Advanced Levels

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> • Produce independent writing that includes partial consistency in the use of capitalization, periods, and correct spelling. • Produce independent writing with consistent use of capitalization, punctuation, and correct spelling. 	<p>Students are supported at all levels from beginning to advanced with spelling, grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> include a Spelling Zone that requires students to spell a minimum of six to twelve new study words per passage, depending on level. • <i>Whole-Group Direct Instruction</i> (Book 2), <i>Skills Practice</i> (Reproducibles for Stage A/B), and <i>Writing Strategies</i> (Tab 3, Book 3) contain direct instruction in punctuation and numerous opportunities to practice all types of punctuation, including commas, colons, semi-colons, as well as punctuating dialogue. • <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) also contains 10 proofreading activities that students can use to practice their understanding of correct capitalization, punctuation and spelling.

Writing: Strategies and Applications Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Penmanship	<ul style="list-style-type: none"> • Copy the alphabet legibly • Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). 	<p><i>Handwriting Practice</i> (Tab 5, Book 4) includes exercises for students to rehearse writing the letters of the alphabet in cursive or print and provides a variety of lessons that emphasizes the importance of writing skills.</p>
Organization and Focus	<ul style="list-style-type: none"> • Write simple sentences, using key words commonly used in the classroom (e.g., labels number names, days of the week, and months). • Write phrases and simple sentences that follow English syntactical order. 	<p>Numerous writing lessons can be given during whole class or small group sessions and these can be adapted to help students with key words commonly used in the classroom.</p> <ul style="list-style-type: none"> • <i>Handwriting Practice</i> (Tab 5, Book 4) offers a variety of activities, such as Pick a Letter or Classroom Name Tags, which can be to write key words commonly used in the classroom. • <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) offer a lesson on describing a place, e.g., the classroom. • <i>Skills Practice</i> (Reproducibles for Stage A/B) activities that offer students practice with word order, types of sentences, and other structures of the language as well as practice and graphic organizers to help students write a place description.

Writing: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Penmanship	<ul style="list-style-type: none"> • Write legible, simple sentences that respond to topics from content areas (e.g., language arts math, science, social science). 	<p><i>Handwriting Practice</i> (Tab 5, Book 4) includes exercises for students to rehearse writing the letters of the alphabet in cursive or manuscript and provides a variety of lessons that emphasizes the importance of writing skills. Teachers can adapt activities to reflect content-area topics.</p>
Organization and Focus	<ul style="list-style-type: none"> • Write simple sentences about an event or character from a written text. • Following a model given by the teacher, write a short paragraph of at least four sentences. • Produce independent writing that is understood when read regardless of the inclusion of some inconsistent use of standard grammatical form. • Create cohesive paragraphs that develop a central idea with consistent use of standard grammatical forms even though some rules may not be evidence. 	<p>A variety of tools can help students produce independent writing about a character or event that uses standard grammatical forms and cohesively develops a central idea, e.g., a summary that contains the main ideas and significant details</p> <ul style="list-style-type: none"> • <i>Guided and Independent Practice/Teacher’s Resource Book</i> (Book 6) offers QuickWrites that students can respond to with simple sentences about events or characters from written texts. • <i>Whole-Group Direct Instruction</i> (Book 2) and <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) have an array of lessons and writing models in a variety of genres and text types as well as lessons in grammar, usage, and mechanics. • <i>Skills Practice</i> (Reproducibles) activities offer graphic organizers for planning to write and activities that give additional practice with grammar, usage, and mechanics.

Writing: Strategies and Applications Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Organization and Focus</p>	<ul style="list-style-type: none"> • Develop a clear thesis and support it, using analogies, quotations, and facts appropriately. • Write a multi-paragraph essay, consistent use of standard grammatical forms. 	<p>In addition to numerous writing and grammar lessons, teachers can present students with explicit instruction of the writing process (<i>Writing and Grammar Strategies</i>, Tab 3, Book 3), a writing rubric, and writer’s checklist (<i>Skills Practice</i>, Reproducibles). For the teacher, there are professional development articles for writing as well as grammar, usage, and mechanics (<i>Whole-Group Direct Instruction</i>, Book 2).</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2) and <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) have an array of lessons and writing models in a variety of genres and text types as well as graphic organizers to plan writing and lessons in grammar, usage, and mechanics. • <i>Skills Practice</i> (Reproducibles) activities offer graphic organizers for planning to write and activities that give additional practice with grammar, usage, and mechanics. • <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) also contains 10 proofreading activities that students can use to practice their understanding of correct capitalization, punctuation and spelling

Listening and Speaking: Strategies and Applications Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Comprehension of Oral Communication</p>	<ul style="list-style-type: none"> • Answer simple questions with one to two word responses. • Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). • Begin to speak with a few words or sentences, using a few standard English grammatical forms and sounds (e.g., single word or phrases). • Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”). 	<p>Whole class and small group sessions give students a variety of listening and speaking opportunities and expose them to various classroom directions, which they respond to nonverbally, such as, “Please get into groups.” Working in groups creates opportunities for authentic English language exchanges, which helps foster social language acquisition.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Skills Practice</i> (Reproducibles) offers direct instruction and practice with following directions. • <i>Topic CD Passages</i> model English sounds and pronunciations and give students the opportunity to hear a leveled passage read word by word or in chunks. Students can click on highlighted words to hear pronunciation as well as meaning. A record button gives students a chance to hear their own pronunciations while reading aloud. • <i>Audiobooks</i> are yet another opportunity for students to hear models and practice recognizing English sounds and standard grammatical forms.

Listening and Speaking: Strategies and Applications Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Comprehension of Oral Communication (con't)</p>	<ul style="list-style-type: none"> • Ask and answer questions using phrases or simple sentences. • Retell stories by using appropriate gestures, expressions and illustrative objects. 	<p>Daily small-group meetings provide a safe environment for students to retell and ask and answer questions about readings.</p> <ul style="list-style-type: none"> • <i>Guided and Independent Practice/Teacher's Resource Book</i> (Book 6) offers QuickWrites that can be used to prompt oral responses. • <i>Audiobooks</i> model self-monitoring questions for students. • <i>Whole-Group Direct Instruction</i> (Book 2) and the <i>Reading Strategies, Vol. 1</i> (Tab 1, Book 3) contains paraphrasing and summarizing lessons that can be adapted.
<p>Organization and Delivery of Oral Communication</p>	<ul style="list-style-type: none"> • Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns, and appropriate pronunciation of simple words). • Orally communicate basic personal needs and desires (e.g., "May I go to the bathroom?"). 	<p>Working in groups creates opportunities for authentic English language exchanges, including needs and desires.</p> <ul style="list-style-type: none"> • <i>SIPPS, Whole-Group Direction Instruction</i> (Book 2), and <i>Skills Practice</i> (Reproducibles for Stage A/B) can be used to work on pronunciation of particularly troublesome phonemes. • <i>Topic CDs</i> and <i>Audiobooks</i> provide opportunity for students to hear good models of English grammatical forms and sounds.

Listening and Speaking: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension of Oral Communication	<ul style="list-style-type: none"> • Ask and answer instructional questions using simple sentences. • Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses. • Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was the most important?”). 	<p>During whole-class and small-group sessions, students have numerous occasions to ask and answer instructional questions and to identify key concepts and supporting elements.</p> <ul style="list-style-type: none"> • <i>Audiobooks</i> provide intensive listening opportunities. Students can base their own questions and answers on the self-monitoring models offered by the Audiobooks’ reading coach. • <i>Guided and Independent Practice/Teacher’s Resource Book</i> (Book 6) offers QuickWrites that students can respond to Audiobooks with simple sentences. • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer lessons that can be used to pose questions about main ideas and details. • <i>Skills Practice</i> (Reproducibles for Stage A/B) and <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6), and offer additional practice opportunities.

Listening and Speaking: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Comprehension, Organization and Delivery of Oral Communication</p>	<ul style="list-style-type: none"> • Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. • Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules are not in evidence (e.g., third person singular, male and female pronouns). 	<p>Whole-class and small-group sessions give students numerous opportunities to ask and answer questions. Working in groups fosters authentic English language exchanges, including discussions of books and CD topics. In the process, if the teacher should observe problems with grammatical forms and sounds, various resources can help strengthen those skills.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direct Instruction</i> (Book 2), <i>Writing and Grammar Strategies</i> (Tab 3, Book 3) and <i>Skills Practice</i> (Reproducibles) have an array of lessons and practice in grammar, usage, and mechanics. • <i>SIPPS, Whole-Group Direction Instruction</i> (Book 2), and <i>Skills Practice</i> (Reproducibles for Stage A/B) can be used to work on pronunciation of particularly troublesome phonemes. • <i>Topic CDs</i> and <i>Audiobooks</i> provide opportunity for students to hear good models of English grammatical forms and sounds.

Listening and Speaking: Strategies and Applications Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
Comprehension	<ul style="list-style-type: none"> • Listen attentively to stories and subject area topics, and identify the main points and supporting details. 	<p>Students have numerous occasions to listen attentively and to identify main points and supporting details.</p> <ul style="list-style-type: none"> • <i>Audiobooks</i> and <i>Topic CD Passages</i> provide intensive listening experiences. Questions related to main idea are included with the Topic CDs passages and in the Audiobooks guide (Tab 1, Book 4). • <i>Guided and Independent Practice/Teacher’s Resource Book</i> (Book 6) offers QuickWrites that students can respond to Audiobooks with simple sentences. • <i>Whole-Group Direction Instruction</i> (Book 2), <i>Reading Strategies Vol 1</i> (tab 1, Book 3), and <i>Reading Skills Kits</i> (tab 4, Book 4) offer lessons that can be used to pose questions about main ideas and details. • <i>Skills Practice</i> (Reproducibles for Stage A/B) and <i>Guided and Independent Practice: Teacher’s Resource Book</i> (Book 6), and offer additional practice opportunities.

**Listening and Speaking: Strategies and Applications
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage A/B
<p>Comprehension, Organization and Delivery of Oral Communication</p>	<ul style="list-style-type: none"> • Demonstrate understanding of most idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside”). • Negotiate and initiate social conversations by questioning, restating, soliciting and providing information, and paraphrasing the communication of others. 	<p>Working in groups creates opportunities for authentic English language exchanges, including idiomatic expressions, providing information, and paraphrasing others.</p> <ul style="list-style-type: none"> • <i>Whole-Group Direction Instruction</i> (Book 2) and <i>Reading Strategies, Vol.1</i> (Tab 1, Book 3) offer direct instruction lessons for idioms, connotations/denotations, figurative language, and shades of meaning as well as paraphrasing and summarizing lessons for students who need extra help with these skills.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Vocabulary and Concept Development	<ul style="list-style-type: none"> • Produce simple vocabulary (single words or short phrases) to communicate basic needs in a variety of social and academic settings (e.g., locations, greetings, classroom objects). • Respond with appropriate short phrases or simple sentences in a variety of social and academic settings (e.g., answer simple questions). • Read aloud simple words presented in literature and content-area texts; demonstrate comprehension by using 1-2 words or simple sentence response. 	<p>Daily whole-class and small-group discussions foster the acquisition of social and academic language. Students also practice reading fluency and responding to texts orally or in writing.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages, Audiobooks, and Paperbacks</i> offer text that students can read independently with success. The teacher’s guide offers a variety of comprehension questions for each CD passage and book that can be used to elicit from students short answers about literature and content-area text. • <i>Teacher’s Resource Book (Book 6)</i> includes QuickWrites that students can use to respond to Topic CDs, Audiobooks, and Paperbacks.

**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Vocabulary and Concept Development (con't)	<ul style="list-style-type: none"> • Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold). • Use an English dictionary to derive meaning of simple unknown vocabulary. 	<p>Students build vocabulary skills during whole-class and small-group sessions and practice various word-learning strategies to find the meaning of unfamiliar words</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> includes targeted vocabulary skills such as prefixes, suffixes, multiple suffixes, inflected endings, and more in the Word Zone. • <i>Reading Strategies</i> presents additional word study strategies, including using a dictionary, synonyms, antonyms, homophones, and multiple-meaning words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Vocabulary & Concept Development, Decoding & Word Recognition</p>	<ul style="list-style-type: none"> • Use a standard dictionary to derive meaning of unknown vocabulary • Use decoding skills and knowledge of vocabulary, both academic and social, to read independently. • Identify variations of the same word that are found in a text and know with some accuracy how affixed change the meaning of these words. • Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors 	<p>Students build social and academic vocabulary skills during whole-class and small-group sessions practice various word-learning strategies to find the meaning of unfamiliar words, including dictionary skills, context clues, and structural clues.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> includes targeted vocabulary skills such as prefixes, suffixes, multiple suffixes, inflected endings, and more in the Word Zone. • <i>Reading Strategies</i> presents additional word study strategies, including using a dictionary, synonyms, antonyms, homophones, and multiple-meaning words, word families, Greek and Latin roots, specialized vocabulary, idioms, denotation/connotation, simile, metaphor, imagery, and hyperbole. • <i>Audiobooks</i> have a reading coach who models self-monitoring strategies such as using context and structural clues to find the meaning of unknown words or idioms.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Vocabulary & Concept Development, Decoding & Word Recognition (con't)	<ul style="list-style-type: none"> • Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. 	<p>Teachers can support students by providing good models of standard English grammatical forms as well as direct instruction of grammar, usage, and mechanics.</p> <ul style="list-style-type: none"> • <i>Writing and Grammar Strategies</i> has an array of lessons in grammar, usage, and mechanics. • <i>Topic CD Passages</i> and <i>Audiobooks</i> offer models of good English grammar, usage, and word choice. Topic CDs also have a record feature that students can use to practice and self-monitor oral reading fluency.
	<ul style="list-style-type: none"> • Apply knowledge of text connectors to make inferences 	<p>Students have numerous opportunities to orally make inferences during whole class and small group instruction.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers lessons that can be used to orally elicit from students inferences from practice passages. • <i>Teacher's Resource Book</i> offers additional practice opportunities • <i>Teacher's Guide</i> offers inferencing questions for CD passages, Audiobooks, and paperbacks that can be used to help students apply knowledge of text connectors.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Vocabulary and Concept Development</p>	<ul style="list-style-type: none"> • Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas. • Use common idioms and some analogies and metaphors (e.g., “shine like a star,” “let the cat out of the bag”). • Use a standard dictionary to determine meaning of unknown words. • Apply knowledge of academic and social vocabulary to achieve independent reading. 	<p>Students build social and academic vocabulary skills during whole-class and small-group discussions and practice various word-learning strategies to find the meaning of unfamiliar words, including dictionary skills</p> <ul style="list-style-type: none"> • <i>Topic CD Passages</i> includes targeted vocabulary skills such as prefixes, suffixes, multiple suffixes, inflected endings, and more in the Word Zone. • <i>Reading Strategies</i> presents additional word study strategies, including using a dictionary, synonyms, antonyms, homophones, and multiple-meaning words, word families, Greek and Latin roots, specialized vocabulary, idioms, denotation/connotation, simile, metaphor, imagery, and hyperbole. • <i>Audiobooks</i> have a reading coach who models self-monitoring strategies such as using context and structural clues to find the meaning of unknown words or idioms. • <i>Paperbacks</i> provide leveled text that students can read independently with success.

**Reading: Comprehension
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension	<ul style="list-style-type: none"> • Understand and follow simple multi-step oral directions of classroom or work-related activities. 	<p>Moving between whole-class and small-group sessions expose students to various classroom directions, in addition to those for work-related activities.</p> <ul style="list-style-type: none"> • <i>Reading Strategies, Topic CD Passages, and Teacher’s Resource Book</i> offer direct instruction and practice in sequence, which can help students follow multi-step directions. • <i>Writing and Grammar Strategies</i> offers explicit instruction for identifying steps in a process, which can also help familiarize students with key words often used in multi-step directions.
Comprehension & Analysis of Appropriate Text	<ul style="list-style-type: none"> • Recognize a few specific facts in familiar expository texts, such as consumer, workplace documents and content-area texts. 	<p>During whole-class and small-group instruction, students develop comprehension skills that help them recognize facts in nonfiction text.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> contains lessons in identifying details and identifying facts and opinions. • <i>Audiobooks</i> model self-monitoring questions. Students can use this strategy to ask and answer factual comprehension questions about the text they are reading.

**Reading: Comprehension
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension & Analysis of Appropriate Text (con't)	<ul style="list-style-type: none"> • Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases. 	<p>Students have numerous opportunities to orally identify main ideas during whole class and small group instruction.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages, Reading Strategies, Teacher's Guide, and Teacher's Resource Book</i> offer direct instruction and practice in identifying the main idea in literature or informational text. Graphic organizers included in the Teacher's Resource Book can help students focus on key words or phrases.
Structural Features of Information Materials	<ul style="list-style-type: none"> • Point out text features such as title, table of contents, and chapter headings. • Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts). 	<p><i>Reading Strategies</i> contains various text-structure lessons that help students recognize the features of content-area text including charts, maps, and graphs.</p>

**Reading: Comprehension
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension and Analysis of Grade-Level Appropriate Text	<ul style="list-style-type: none"> • Use detailed sentences to orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax. • Present a brief report that verifies and clarifies facts presented in two to three forms of expository texts. 	<p>During whole-class and small-group instruction, students develop comprehension skills that help them clarify nonfiction text. All reading materials have related higher-order thinking questions for student to respond.</p> <ul style="list-style-type: none"> • <i>Audiobooks</i> model self-monitoring strategies for students, which they can use to clarify what they read by posing questions and formulating detailed answers, including the repetition of key ideas and syntax. • <i>Reading Strategies</i> contains lessons in identifying details and distinguishing facts from opinions.
	<ul style="list-style-type: none"> • Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas. 	<p>Students have numerous opportunities to orally identify main ideas and make predictions using detailed sentences about various types of text.</p> <ul style="list-style-type: none"> • <i>Topic CD Passages, Reading Strategies, Teacher’s Guide, and Teacher’s Resource Book</i> offer direct instruction and practice in identifying the main idea in literature or informational text. • <i>Audiobooks, Reading Strategies, Teacher’s Guide, and Teacher’s Resource Book</i> offer instruction, modeling, and practice opportunities for making predictions about informational, content-area, or literary text.

**Reading: Comprehension
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension	<ul style="list-style-type: none"> • Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications. 	<p>Moving between whole-class and small-group sessions expose students to various classroom directions, in addition to work-related activities.</p> <ul style="list-style-type: none"> • <i>Reading Strategies, Topic CD Passages, and Teacher’s Resource Book</i> offer direct instruction and practice in sequence and reading instructions, which can help students follow the logical order of multi-step directions. • <i>Writing and Grammar Strategies</i> offers explicit instruction for identifying steps in a process, which can also help familiarize students with key words often used in multi-step directions.
Comprehension & Analysis of Grade-Level Appropriate Text and Expository Critique	<ul style="list-style-type: none"> • Listen to an excerpt from a brief political speech and give an oral critique of the author’s evidence using simple sentence. 	<p>Students have various opportunities to practice the strategies that will help them critique a political speech according the author’s evidence.</p> <ul style="list-style-type: none"> • <i>Topic CD 1.3: Stand Up! Speak Out!</i> can form the basis of class discussion. Written versions appear in the <i>Teacher’s Resource Book</i>. • <i>Reading Strategies</i> offers instruction and practice in making evaluations or judgments, drawing conclusions, and identifying author’s purpose. • <i>Writing and Grammar Strategies</i> offers instruction and practice in crafting supporting arguments.

**Reading: Comprehension
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Structural Features of Informational Materials	<ul style="list-style-type: none"> • Read and orally identify the structure and format of workplace documents (e.g., graphics and headers) and give one brief example of how authors use the feature to achieve their purpose. • Read and use simple sentences to orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text. 	<p><i>Reading Strategies</i> contains various text-structure lessons that help students recognize the features of content-area text including charts, maps, and graphs. <i>Reading Strategies</i> also offers instruction and practice in making evaluations or judgments, drawing conclusions, and identifying author’s purpose.</p>

**Reading: Comprehension
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique	<ul style="list-style-type: none"> • Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas. • Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices. 	<p>Students receive instruction and practice in applying knowledge of language and rhetoric to understand a variety of different text types.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> contains lessons in text structure, such as reading content area text and reading a poem. In addition, it offers lessons in specialized vocabulary Greek and Latin roots, idioms, denotation/connotation, simile, metaphor, imagery, and hyperbole that help students comprehend informational materials, literary text, and text in content areas.
Structural Features of Informational Materials	<ul style="list-style-type: none"> • Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas. 	<p>Students receive instruction and practice in applying knowledge of text organization to understand a variety of different text types.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> contains lessons in understanding text organization, including sequencing, analyzing plot, identifying theme, summarizing, evaluating, and identifying author’s purpose, as well as a variety of writer’s craft lessons that speak to appropriate word choice.

**Reading: Comprehension
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials</p>	<ul style="list-style-type: none"> • Prepare an oral and written report which evaluates the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report. • Prepare a brief research or synthesizing paper in which content areas and ideas are analyzed from several sources to present a coherent argument or conclusion, including paper format and bibliography. 	<p>Students have various opportunities to practice the strategies that will help them evaluate and synthesize information from a variety of sources.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers instruction and practice in evaluating, drawing conclusions, comparing and contrasting, identifying fact and opinion, identifying author’s purpose, taking notes, and reading across texts. • <i>Writing and Grammar Strategies</i> offers instruction and practice in , writing a topic sentence, paraphrasing, developing supporting reasons, and writing a conclusion.

Writing: Strategies and Applications Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Penmanship, Organization & Focus	<ul style="list-style-type: none"> • Organize and record expository information on pictures, lists, charts, and tables for literature and content areas. • Create simple sentences or phrases with some assistance. 	<p>Students practice organizing and recording information for literature and content area reading materials on a daily basis. Comprehension questions for all readings provide many opportunities for students to create simple sentences.</p> <ul style="list-style-type: none"> • <i>Teacher’s Resource Book</i> offers QuickWrites that prompt students to respond to literature or content area texts in a various ways such as lists and simple sentences. <i>TRB</i> also offers comprehension support graphic organizers specific to student reading materials.
	<ul style="list-style-type: none"> • Use the writing process to write brief narratives or simple compositions using a few simple sentences with a few standard grammatical forms. 	<p>Students use the writing process to produce independent narrative, descriptive, and expository writing uses simple sentences and standard grammatical forms.</p> <ul style="list-style-type: none"> • <i>Writing and Grammar Strategies</i> offer support for the writing process and have an array of lessons and writing models in a variety of genres as well as lessons in grammar, usage, and mechanics.
	<ul style="list-style-type: none"> • Complete a job application form by providing basic information such as name, age, address, and education. 	<p><i>Reading Strategies</i> contains a lesson in reading instructions, which can be useful to students filling out applications of all kinds.</p>

Writing: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Organization and Focus</p>	<ul style="list-style-type: none"> • Narrate a sequence of events and communicate its significance to the audience. • Use complex sentences to write brief fictional biographies and short stories. • Write brief expository compositions and reports that: a) include a thesis and supporting details; b) provide information from primary sources; and c) organize and record information on charts and graphs. • Recognize elements of characterization and apply them in a piece of writing. • Recognize structured ideas and arguments and their supporting examples in persuasive writing. 	<p>Students can use the writing process to produce independent narrative, descriptive, expository, and persuasive writing.</p> <ul style="list-style-type: none"> • <i>Writing and Grammar Strategies</i> offer support for the writing process and have an array of lessons and writing models in a variety of genres as well as prewriting organizers to help students organize and record information. • <i>Teacher’s Resource Book</i> offers graphic organizers specific to student reading materials, which help students organize and record information about literature and content area text. • <i>Reading Strategies</i> includes lesson in sequence, cause and effect, compare and contrast, and analyze character, which can be used to help students learn to read like writers and write like readers.

Writing: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Organization and Focus	<ul style="list-style-type: none"> • Write responses to selected literature, which exhibit understanding of the text, using detailed sentences and transitions. 	<p>Students get practice in writing a response to selected literature that exhibits understanding of the text in a variety of ways.</p> <ul style="list-style-type: none"> • <i>Teacher’s Resource Book</i> has QuickWrites and Wrap Ups that offer numerous opportunities for responding to literature and content area text with assignments of varying lengths and text types. • <i>Teacher’s Guide</i> includes additional opportunities for responding to readings, including discussion questions and final projects. • <i>Writing and Grammar Strategies</i> offers lessons in writing a book synopsis, a book review, an opinion, a nonfiction summary, and using transitions.
	<ul style="list-style-type: none"> • Write job applications and resumes that are clear and provide all needed information. 	<p><i>Writing Strategies</i> contain lessons in nonfiction writing that offer support for clear and complete writing, for example, nonfiction summary.</p>

**Writing: Strategies and Applications
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Organization & Focus, Research and Technology</p>	<ul style="list-style-type: none"> • Use basic strategies of note taking, outlining, and the writing process to structure simple essays, with consistent use of standard grammatical forms. • Investigate and research a topic in a content area and develop a brief essay or report that includes source citations. 	<p>Students are given support in the skills that will help them research a content-area topic and write an essay or report about it.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers study skills lessons, such as taking notes and skimming and scanning for information. There are also lessons in reading content area text and interpreting graphic aids, such as maps and graphs. • <i>Writing Strategies</i> includes lessons and prewriting organizers for writing social studies and science reports, as well as related skills, such as paraphrasing and using transition words.

Writing: Strategies and Applications Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Organization and Focus	<ul style="list-style-type: none"> • Produce writing that establishes a controlling impression or thesis. • Structure ideas and arguments within a given context giving supporting and relevant examples. • Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. 	<p>Students are given instruction and practice opportunities with expository and persuasive writing. Instruction begins with essays one-paragraph in length and builds to multiple-paragraph essays.</p> <ul style="list-style-type: none"> • <i>Writing and Grammar Strategies</i> offer support for the writing process and have an array of lessons and writing models in a variety of genres as well as prewriting organizers to help students organize and record information. Specific lessons in persuasive writing techniques include supporting reasons and defending an opinion. • <i>Teacher’s Resource Book</i> offers graphic organizers specific to student reading materials, which help students organize and record information. • <i>Reading Strategies</i> includes lesson in sequence, cause and effect, compare and contrast, and problem and solution, which can be used to help students learn to read like writers and write like readers.
	<ul style="list-style-type: none"> • Write job applications and resumes that modify tone to fit purpose and audience. 	<p><i>Writing Strategies</i> contain lessons in nonfiction writing that offer support for targeted writing, for example, formal and informal language.</p>

Writing: Strategies and Applications Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Organization and Focus, Evaluation and Revision</p>	<ul style="list-style-type: none"> • Produce narrative, expository, persuasive, and/or descriptive writing using various elements of discourse (e.g., purpose, speaker, audience, form). • Use a variety of rhetorical devices to support assertions (e.g., appeal to logic through reasoning, case study, and analogy). 	<p>Students practice using the writing process to produce independent narrative, descriptive, expository, and persuasive writing.</p> <ul style="list-style-type: none"> • <i>Writing and Grammar Strategies</i> offer support for the writing process and have an array of lessons and writing models in a variety of genres as well as prewriting organizers and related writer’s craft skills, such as formal and informal language, organizing details, developing supporting reasons, and defending an opinion.
<p>Organization and Focus, Research and Technology</p>	<ul style="list-style-type: none"> • Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays using standard grammatical forms. 	<p>Students are given support in the skills that will help them research a content-area topic and write an essay or report about it.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers study skills lessons, such as taking notes and skimming and scanning for information. There are also lessons in reading content area text and interpreting graphic aids, such as maps and graphs. • <i>Writing Strategies</i> includes lessons and prewriting organizers for writing social studies and science reports, as well as grammar practice.

**Writing: Strategies and Applications
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
<p>Organization and Focus, Research and Technology (con't)</p>	<ul style="list-style-type: none"> • Write expository compositions, including analytical essays and research reports, for language arts and other content areas that provide evidence in support of a thesis and related claims. • Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning. 	<p>Students receive instruction and practice in expository and persuasive writing skills that can help them produce analytical essays and research reports.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers study skills lessons, such as taking notes and skimming and scanning for information. There are also lessons in reading content area text, identifying fact and opinion, and interpreting graphic aids, such as maps and graphs. • <i>Writing and Grammar Strategies</i> offers an array of lessons and writing models in a variety of genres, such as writing a book report, science report, or social studies report, as well as prewriting organizers and related writer's craft skills, such as formal and informal language, organizing details, using transitions developing supporting reasons, and defending an opinion.

**Writing: Conventions
Beginning Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	<ul style="list-style-type: none"> • Edit own work and correct punctuation. • Identify basic vocabulary mechanics, and structures in a piece of writing. • Revise writing for proper use of final punctuation, capitals, and correct spelling. 	<p><i>Writing and Grammar Strategies</i> contains ten grammar practice pages with skills such as parts of a sentence, end punctuation, correcting sentence fragments, using pronouns correctly, subject/verb agreement, and using consistent verb tenses. <i>WGS</i> also contains ten editing and proofreading practice pages with opportunities to correct punctuation, capitalization, and spelling.</p>

**Writing: Conventions
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	<ul style="list-style-type: none"> • Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. • Edit and correct basic grammatical structures and conventions of writing. 	<p><i>Writing and Grammar Strategies</i> contains skill builders, such as the four types of sentences, using possessives, using adjectives and adverbs, combining sentences, and using transitions; grammar practice pages with skills such as correcting sentence fragments, using pronouns correctly, subject/verb agreement, and using consistent verb tenses; and editing and proofreading practice pages for correcting punctuation, capitalization, and spelling.</p>

**Writing: Conventions
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Sentence Structure, Grammar	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	<i>Writing and Grammar Strategies</i> contains Skill Builders, such as, using possessives, using adjectives and adverbs, and combining sentences; Grammar Practice pages with skills such as correcting sentence fragments, using pronouns correctly, subject/verb agreement, and using consistent verb tenses; and Editing and Proofreading pages for practice correcting punctuation, capitalization, and spelling.
Grammar	Create coherent paragraphs through effective transitions and parallel constructions.	<i>Writing and Grammar Strategies</i> gives students practice with the writing process. Instruction begins with one-paragraph essays and builds to multiple-paragraph essays. Skill Builders include, creating a topic sentence, paragraph building, using sequence words, organizing details, and using transitions.
Capitalization, Punctuation, Spelling	Edit writing for conventions of writing to approximate standard grammatical forms.	<i>Writing and Grammar Strategies</i> contains Grammar Practice pages with skills such as correcting sentence fragments, using pronouns correctly, subject/verb agreement, and using consistent verb tenses; and Editing and Proofreading pages for practice correcting punctuation, capitalization, and spelling.

Listening and Speaking: Strategies and Applications Beginning Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Analysis and Evaluation of Oral & Media Communications, Comprehension	<ul style="list-style-type: none"> • Begin to speak a few words or sentences, using some English phonemes and rudimentary English grammatical forms. • Ask and answer questions with simple sentences or phrases. • Respond with simple words or phrases to questions about simple written texts. 	<p>Daily small-group meetings provide a safe environment for students ask and answer questions.</p> <ul style="list-style-type: none"> • <i>Topic CDs</i> provide opportunity for students to hear good models of English grammatical forms and sounds. They also have a record feature students can use to practice pronunciation of highlighted words. • <i>Audiobooks</i> also model self-monitoring questions for students. • <i>Teacher’s Resource Book</i> (Book 6) offers QuickWrites that can be used to prompt oral responses about readings.
	<ul style="list-style-type: none"> • Demonstrate comprehension of instructions and oral presentations through non-verbal responses. 	<p>Whole class and small group sessions give students a variety of listening and speaking opportunities and expose them to various classroom directions, which they respond to nonverbally, such as, “Please get into groups.” <i>Topic CDs</i> also give students an opportunity to respond to directions with the click of a button.</p>
	<ul style="list-style-type: none"> • Orally identify types of media by name (e.g., magazine, documentary film, news report). 	<p><i>Topic CDs</i> introduce students to a variety of media, and <i>Reading Strategies</i> contains lessons in understanding text structure, such as content-area text, poems, and instructions, which can be used to help support students’ recognition of them by name.</p>

Listening and Speaking: Strategies and Applications Intermediate Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension, Organization & Delivery of Oral Communication	<ul style="list-style-type: none"> • Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses • Respond to messages by asking simple questions or by a brief restatement of the message. 	<p><i>Topic CDs</i> and the <i>Audiobooks</i> can be used to provide listening opportunities for students. Daily small-group meetings provide a safe environment for students ask and answer questions.</p> <ul style="list-style-type: none"> • <i>Audiobooks</i> also provide models of self-monitoring questions for students, including restatement. • <i>Teacher’s Resource Book</i> offers QuickWrites that can be used to prompt oral responses about Topic CDs, Audiobooks, and paperbacks. • <i>Reading Strategies</i> contains paraphrasing, summarizing, main idea, and detail lessons that can help students with these skills.
	<ul style="list-style-type: none"> • Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns). 	<p>Students have many opportunities to speak during small group sessions.</p> <ul style="list-style-type: none"> • <i>Topic CDs</i> give students the opportunity to hear a leveled passage read word by word or in chunks. A record button gives students a chance to hear their own pronunciations while reading aloud. • <i>Audiobooks</i> are yet another opportunity for students to hear models and practice recognizing English sounds and standard grammatical forms.

**Listening and Speaking: Strategies and Applications
Intermediate Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension, Organization & Delivery of Oral Communication	<ul style="list-style-type: none"> • Actively participate in social conversations on familiar topics by asking and answering questions. 	Whole-class and small-group sessions give students numerous opportunities to ask and answer questions. Working in groups fosters authentic English language exchanges, including discussions of books and CD topics.
	<ul style="list-style-type: none"> • Identify the main idea and details of oral presentations and literature and key concepts of subject matter content. • Identify media messages and give some supporting details. 	<i>Topic CDs, Reading Strategies, Teacher’s Guide, and Teacher’s Resource Book</i> offer direct instruction and practice in identifying the main idea in literature or informational text. Graphic organizers included in the <i>TRB</i> can help students focus on key words or phrases.
	<ul style="list-style-type: none"> • Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources. • Prepare, ask, and respond to basic interview questions. 	The <i>Teacher’s Resource Book</i> provides teachers with instructions and lessons on how to prepare students make short presentations on topics discussed in class. See Final Projects, Wrap Ups, and QuickWrites for ideas, including interview questions, which students could use in class presentations.

Listening and Speaking: Strategies and Applications Advanced Level

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension, Organization & Delivery of Oral Communication	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation	<i>Topic CDs</i> give students the opportunity to hear a leveled passage read word by word or in chunks. A record button gives students a chance to hear their own pronunciations while reading aloud. <i>Audiobooks</i> are yet another opportunity for students to hear models of English sounds, intonation, pitch and modulations.
	<ul style="list-style-type: none"> • Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing. • Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately. 	<p>Working in groups creates opportunities for authentic English language exchanges, including idiomatic expressions, providing information, and paraphrasing others.</p> <ul style="list-style-type: none"> • <i>Reading Strategies</i> offers direct instruction lessons for idioms, connotations/denotations, figurative language, and shades of meaning as well as paraphrasing and summarizing lessons for students who need extra help with these skills.

**Listening and Speaking: Strategies and Applications
Advanced Level**

English Language Arts Standards	English Language Development Standards	Scholastic Read 180 Stage C
Comprehension, Organization & Delivery of Oral Communication (con't)	<ul style="list-style-type: none"> • Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain, or persuade). 	<p><i>Reading Strategies</i> contains lessons that can help strengthen students' ability to identify author's purpose, identify fact and opinion, and evaluate text. <i>Writing Strategies</i></p>
	<ul style="list-style-type: none"> • Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. 	<p><i>Writing Strategies</i> contains lessons that can support students' use of appropriate language, for example, interesting beginnings, using specific words, using synonyms, formal and informal language, and targeting tired words.</p>
	<ul style="list-style-type: none"> • Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, coherent transitions and appropriate conclusions. 	<p>The <i>Teacher's Resource Book</i> provides teachers with instructions and lessons on how to prepare students make short presentations on topics discussed in class. See Final Projects, Wrap Ups, and QuickWrites for ideas.</p>