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**Correlated to  
California Standards Test Blueprint  
Grades 6, 7 & 8**

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**READ 180 Enterprise Stage B rSkills Tests ©2005**  
**correlated to**  
**California Content Standards English Language Arts**  
**Grade 6**

English-Language Arts Grade 6	<i>READ 180</i> Stage B rSkills Tests
<b>CALIFORNIA CONTENT STANDARDS: READING</b>	
<b>Reading</b>	
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Vocabulary and Concept Development</i>	
1.2 Identify and interpret figurative language and words with multiple meanings	<b>Page 43</b> – Question 16 <b>Page 78</b> – Question 15 <b>Page 105</b> – Question 16 <b>Page 116</b> – Question 12
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	<b>Page 77</b> – Question 13 <b>Page 140</b> – Questions 13, 14
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	<b>Page 66</b> – Question 13 <b>Page 67</b> – Question 14
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.	
<i>Structural Features of Informational Materials</i>	
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	<b>Page 29</b> – Question 10 <b>Page 41</b> – Question 10 <b>Page 65</b> – Question 10 <b>Page 92</b> – Question 10 <b>Page 100</b> – Question 5 <b>Page 124</b> – Question 5
2.2 Analyze text that uses the compare-and-contrast organizational pattern.	<b>Page 61</b> – Question 4

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**Grade 6**

<b>English-Language Arts Grade 6</b>	<b>READ 180 Stage B rSkills Tests</b>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	<b>Page 24</b> – Question 1 <b>Page 26</b> – Question 4 <b>Page 40</b> – Questions 6, 9 <b>Page 45</b> – Question 22 <b>Page 50</b> – Question 4 <b>Page 57</b> – Question 21 <b>Page 61</b> – Question 1 <b>Page 69</b> – Question 22 <b>Page 74</b> – Question 6 <b>Page 81</b> – Question 21 <b>Page 87</b> – Question 1 <b>Page 89</b> – Question 4 <b>Page 100</b> – Questions 2, 4 <b>Page 107</b> – Question 21 <b>Page 111</b> – Question 1 <b>Page 112</b> – Question 4 <b>Page 119</b> – Question 21 <b>Page 124</b> – Question 1 <b>Page 136</b> – Question 5 <b>Page 143</b> – Question 21
<i>Expository Critique</i>	
2.7 Make reasonable assertions about a text through accurate, supporting citations.	<b>Page 62</b> – Question 5
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	<b>Page 73</b> – Question 1 <b>Page 74</b> – Questions 4, 5 <b>Page 136</b> – Question 2

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English-Language Arts Grade 6	<i>READ 180</i> Stage B rSkills Tests
<p><b>3.0 Literary Response and Analysis</b>            Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p>	
<p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p>	<p><b>Page 37</b> – Question 1  <b>Page 52</b> – Questions 8, 9  <b>Page 71</b> – Question Sample A  <b>Page 75</b> – Question 7  <b>Page 76</b> – Question 9  <b>Page 102</b> – Questions 6, 8  <b>Page 103</b> – Question 9  <b>Page 114</b> – Question 6  <b>Page 115</b> – Question 9  <b>Page 119</b> – Question 22  <b>Page 133</b> – Question Sample A  <b>Page 138</b> – Question 6</p>
<p>3.3 Analyze the influence of setting on the problem and its resolution.</p>	<p><b>Page 38</b> – Question 2  <b>Page 47</b> – Question Sample A  <b>Page 51</b> – Question 5  <b>Page 59</b> – Question Sample A  <b>Page 75</b> – Question 8  <b>Page 102</b> – Question 7  <b>Page 114</b> – Question 5</p>
<p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p>	<p><b>Page 38</b> – Question 5  <b>Page 45</b> – Question 21  <b>Page 52</b> – Question 10  <b>Page 76</b> – Question 10  <b>Page 103</b> – Question 10  <b>Page 107</b> – Question 22  <b>Page 115</b> – Question 10  <b>Page 139</b> – Question 9</p>

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**Grade 6**

English-Language Arts Grade 6	READ 180 Stage B rSkills Tests
<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
<i>Organization and Focus</i>	
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	<b>Page 33</b> – Question 22 <b>Page 45</b> – Question 22 <b>Page 57</b> – Question 21 <b>Page 96</b> – Questions 21, 22 <b>Page 131</b> – Question 21
<b>2.0 Writing Applications (Genres and Their Characteristics)</b>	
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:	
2.4 Write responses to literature: <ul style="list-style-type: none"> <li>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>b. Organize the interpretation around several clear ideas, premises, or images.</li> <li>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</li> </ul>	<b>Page 57</b> – Question 22 <b>Page 81</b> – Question 22 <b>Page 107</b> – Question 22 <b>Page 119</b> – Question 22 <b>Page 143</b> – Question 22
<b>Written and Oral English Language Conventions</b>	
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	
<b>1.0 Written and Oral English Language Conventions</b>	
Students write and speak with a command of standard English conventions appropriate to this grade level.	
<i>Sentence Structure</i>	
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	<b>Page 33</b> – Questions 21, 22 <b>Page 45</b> – Questions 21, 22 <b>Page 57</b> – Questions 21, 22 <b>Page 69</b> – Questions 21, 22 <b>Page 81</b> – Questions 21, 22 <b>Page 96</b> – Questions 21, 22 <b>Page 107</b> – Questions 21, 22 <b>Page 119</b> – Questions 21, 22 <b>Page 131</b> – Questions 21, 22 <b>Page 143</b> – Questions 21, 22

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<b>English-Language Arts Grade 6</b>	<b>READ 180 Stage B rSkills Tests</b>
<i>Capitalization</i>	
1.4 Use correct capitalization.	<b>Page 32</b> – Question 20 <b>Page 95</b> – Question 20 <b>Page 109</b> – Question Sample A

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**Grade 7**

English-Language Arts Grade 7	<i>READ 180</i> Stage B rSkills Tests
<b>CALIFORNIA CONTENT STANDARDS: READING</b>	
<b>Reading</b>	
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Vocabulary and Concept Development</i>	
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	<b>Page 67</b> – Questions 15, 16 <b>Page 129</b> – Questions 15, 16
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	<b>Page 30</b> – Questions 11, 12 <b>Page 77</b> – Questions 11, 13 <b>Page 93</b> – Question 12 <b>Page 140</b> – Questions 12, 13, 14
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	<b>Page 23</b> – Question Sample B <b>Page 30</b> – Question 13 <b>Page 31</b> – Questions 14, 15, 16 <b>Page 47</b> – Question Sample B <b>Page 53</b> – Question 13 <b>Page 66</b> – Question 13 <b>Page 67</b> – Question 14 <b>Page 78</b> – Question 14 <b>Page 93</b> – Questions 11, 13, 14 <b>Page 94</b> – Questions 15, 16 <b>Page 97</b> – Question Sample B <b>Page 116</b> – Question 13 <b>Page 128</b> – Questions 13, 14 <b>Page 140</b> – Question 11

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**Grade 7**

English-Language Arts Grade 7	READ 180 Stage B rSkills Tests
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b>            Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.</p>	
<p><i>Structural Features of Informational Materials</i></p>	
<p>2.3 Analyze text that uses the cause-and-effect organizational pattern.</p>	<p><b>Page 61</b> – Questions 2, 3  <b>Page 69</b> – Question, 21  <b>Page 73</b> – Question 3  <b>Page 87</b> – Question 3  <b>Page 100</b> – Question 5  <b>Page 124</b> – Question 5  <b>Page 126</b> – Question 6  <b>Page 131</b> – Question 21  <b>Page 136</b> – Question 3</p>
<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>	
<p>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p>	<p><b>Page 24</b> – Question 1  <b>Page 25</b> – Questions 2, 3  <b>Page 26</b> – Questions 4, 5  <b>Page 28</b> – Questions 6, 7, 8, 9  <b>Page 40</b> – Question 8  <b>Page 49</b> – Questions 1, 2  <b>Page 50</b> – Question 3</p>
<p><b>3.0 Literary Response and Analysis</b>            Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p>	
<p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p>	<p><b>Page 76</b> – Question 9  <b>Page 115</b> – Question 7</p>
<p>3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p>	<p><b>Page 37</b> – Question 1  <b>Page 52</b> – Questions 8, 9  <b>Page 71</b> – Question Sample A  <b>Page 75</b> – Question 7  <b>Page 76</b> – Question 9</p>

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<b>English-Language Arts Grade 7</b>	<b>READ 180 Stage B rSkills Tests</b>
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. (continued)	<b>Page 102</b> – Questions 6, 8 <b>Page 103</b> – Question 9 <b>Page 114</b> – Question 6 <b>Page 115</b> – Question 9 <b>Page 119</b> – Question 22 <b>Page 133</b> – Question Sample A <b>Page 138</b> – Question 6
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	<b>Page 38</b> – Question 5 <b>Page 45</b> – Question 21 <b>Page 52</b> – Question 10 <b>Page 76</b> – Question 10 <b>Page 103</b> – Question 10 <b>Page 107</b> – Question 22 <b>Page 115</b> – Question 10 <b>Page 139</b> – Question 9
<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
<i>Organization and Focus</i>	
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	<b>Page 131</b> – Questions 21, 22
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	<b>Page 33</b> – Question 21 <b>Page 57</b> – Question 21
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	<b>Page 45</b> – Question 22 <b>Page 69</b> – Question 22

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English-Language Arts Grade 7	READ 180 Stage B rSkills Tests
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b>            Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.            Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:</p>	
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c. Justify interpretations through sustained use of examples and textual evidence.</li> </ul>	<p><b>Page 57</b> – Question 22  <b>Page 81</b> – Question 22  <b>Page 107</b> – Question 22  <b>Page 119</b> – Question 22  <b>Page 143</b> – Question 22</p>
<p>2.5 Write summaries of reading materials:</p> <ul style="list-style-type: none"> <li>a. Include the main ideas and most significant details.</li> <li>b. Use the student's own words, except for quotations.</li> <li>c. Reflect underlying meaning, not just the superficial details.</li> </ul>	<p><b>Page 45</b> – Question 22  <b>Page 107</b> – Question 21</p>
<p><b>Written and Oral English Language Conventions</b>            The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p>	
<p><b>1.0 Written and Oral English Language Conventions</b>            Students write and speak with a command of standard English conventions appropriate to the grade level.</p>	
<p><i>Grammar</i></p>	
<p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents</p>	<p><b>Page 68</b> – Question 17</p>
<p>1.3 Identify all parts of speech and types and structure of sentences.</p>	<p><b>Page 42</b> – Questions 12, 13  <b>Page 44</b> – Questions 18, 19  <b>Page 55</b> – Question 17  <b>Page 59</b> – Question Sample B  <b>Page 68</b> – Question 19  <b>Page 79</b> – Questions 17, 19  <b>Page 80</b> – Question 20  <b>Page 104</b> – Questions 12, 13  <b>Page 106</b> – Question 18  <b>Page 130</b> – Questions 17, 19  <b>Page 133</b> – Question 13  <b>Page 142</b> – Questions 17, 19, 20</p>

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<b>English-Language Arts Grade 7</b>	<b>READ 180 Stage B rSkills Tests</b>
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	<b>Page 32</b> – Question 18 <b>Page 44</b> – Questions 17, 20 <b>Page 55</b> – Questions 18, 19 <b>Page 56</b> – Question 20 <b>Page 68</b> – Questions 17, 18, 20 <b>Page 71</b> – Question Sample B <b>Page 106</b> – Questions 19, 20 <b>Page 118</b> – Questions 19, 20 <b>Page 121</b> – Question Sample B <b>Page 130</b> – Questions 17, 18, 20
<i>Capitalization</i>	
1.6 Use correct capitalization.	<b>Page 32</b> – Question 20 <b>Page 95</b> – Question 20 <b>Page 109</b> – Question Sample A
<i>Spelling</i>	
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	<b>Page 35</b> – Question Sample B <b>Page 66</b> – Questions 11, 12 <b>Page 85</b> – Question Sample A <b>Page 128</b> – Questions 11, 12

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**Grade 8**

English-Language Arts Grade 8	<i>READ 180</i> Stage B rSkills Tests
<b>CALIFORNIA CONTENT STANDARDS: READING</b>	
<b>Reading</b>	
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Vocabulary and Concept Development</i>	
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	<b>Page 67</b> – Questions 15, 16 <b>Page 129</b> – Questions 15, 16
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	<b>Page 23</b> – Question Sample B <b>Page 30</b> – Question 13 <b>Page 31</b> – Questions 14, 15, 16 <b>Page 47</b> – Question Sample B <b>Page 53</b> – Question 13 <b>Page 66</b> – Question 13 <b>Page 67</b> – Question 14 <b>Page 78</b> – Question 14 <b>Page 93</b> – Questions 11, 13, 14 <b>Page 94</b> – Questions 15, 16 <b>Page 97</b> – Question Sample B <b>Page 116</b> – Question 13 <b>Page 128</b> – Questions 13, 14 <b>Page 140</b> – Question 11
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b>	
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	
<i>Structural Features of Informational Materials</i>	
2.2 Analyze text that uses proposition and support patterns.	<b>Page 49</b> – Questions 1, 2 <b>Page 50</b> – Question 3 <b>Page 65</b> – Question 8
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	<b>Page 40</b> – Question 6 <b>Page 45</b> – Question 22 <b>Page 50</b> – Question 4 <b>Page 61</b> – Question 1 <b>Page 69</b> – Question 22

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English-Language Arts Grade 8	READ 180 Stage B rSkills Tests
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. (continued)	<b>Page 74</b> – Question 6 <b>Page 100</b> – Questions 2, 4 <b>Page 107</b> – Question 21 <b>Page 112</b> – Question 4 <b>Page 124</b> – Question 1 <b>Page 136</b> – Question 5
<b>3.0 Literary Response and Analysis</b> Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	<b>Page 76</b> – Question 9 <b>Page 115</b> – Question 7
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	<b>Page 38</b> – Question 2 <b>Page 47</b> – Question Sample A <b>Page 51</b> – Question 5 <b>Page 59</b> – Question Sample A <b>Page 75</b> – Question 8 <b>Page 102</b> – Question 7 <b>Page 114</b> – Question 5
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	<b>Page 38</b> – Question 5 <b>Page 45</b> – Question 21 <b>Page 52</b> – Question 10 <b>Page 76</b> – Question 10 <b>Page 103</b> – Question 10 <b>Page 107</b> – Question 22 <b>Page 115</b> – Question 10 <b>Page 139</b> – Question 9

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**Grade 8**

English-Language Arts Grade 8	READ 180 Stage B rSkills Tests
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b>            Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.            Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p>	
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Exhibit careful reading and insight in their interpretations.</li> <li>b. Connect the student's own responses to the writer's techniques and to specific textual references.</li> <li>c. Draw supported inferences about the effects of a literary work on its audience.</li> <li>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ul>	<p><b>Page 57</b> – Question 22  <b>Page 81</b> – Question 22  <b>Page 107</b> – Question 22  <b>Page 119</b> – Question 22  <b>Page 143</b> – Question 22</p>
<p><b>Written and Oral English Language Conventions</b></p>	
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills</p>	
<p><b>1.0 Written and Oral English Language Conventions</b>            Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p><i>Sentence Structure</i></p>	
<p>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p>	<p><b>Page 32</b> – Questions 17, 19  <b>Page 33</b> – Questions 21, 22  <b>Page 44</b> – Questions 17, 19  <b>Page 45</b> – Questions 21, 22  <b>Page 57</b> – Questions 21, 22  <b>Page 69</b> – Questions 21, 22  <b>Page 79</b> – Question 17  <b>Page 81</b> – Questions 21, 22  <b>Page 96</b> – Questions 21, 22  <b>Page 97</b> – Question Sample A  <b>Page 107</b> – Questions 21, 22  <b>Page 119</b> – Questions 21, 22  <b>Page 131</b> – Questions 21, 22  <b>Page 142</b> – Question 17  <b>Page 143</b> – Questions 21, 22</p>
<p>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p>	<p><b>Page 33</b> – Question 21</p>

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**Grade 8**

<b>English-Language Arts Grade 8</b>	<b>READ 180 Stage B rSkills Tests</b>
<i>Grammar</i>	
1.4 Edit written manuscripts to ensure that correct grammar is used.	<b>Page 42</b> – Questions 12, 13 <b>Page 44</b> – Question 18 <b>Page 53</b> – Question 12 <b>Page 55</b> – Questions 17, 19 <b>Page 59</b> – Question 13 <b>Page 68</b> – Questions 17, 18, 19 <b>Page 71</b> – Question Sample B <b>Page 79</b> – Questions 18, 19 <b>Page 80</b> – Question 20 <b>Page 95</b> – Questions 18, 19 <b>Page 97</b> – Question Sample A <b>Page 104</b> – Questions 12, 13 <b>Page 106</b> – Questions 17, 18, 19 <b>Page 109</b> – Question Sample B <b>Page 118</b> – Questions 17, 19 <b>Page 130</b> – Questions 17, 18, 19 <b>Page 133</b> – Question Sample B <b>Page 142</b> – Questions 18, 19, 20
<i>Punctuation and Capitalization</i>	
1.5 Use correct punctuation and capitalization.	<b>Page 32</b> – Question 18 <b>Page 44</b> – Question 20 <b>Page 55</b> – Question 18 <b>Page 56</b> – Question 20 <b>Page 68</b> – Question 20 <b>Page 95</b> – Questions 17, 20 <b>Page 106</b> – Question 20 <b>Page 109</b> – Question Sample A <b>Page 118</b> – Questions 18, 20 <b>Page 121</b> – Question Sample B
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1.6 Use correct spelling conventions.	<b>Page 35</b> – Question Sample B <b>Page 66</b> – Questions 11, 12 <b>Page 85</b> – Question Sample A <b>Page 128</b> – Questions 11, 12