

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

Connecticut English Language Arts Curriculum Framework Grade 6	Scholastic <i>READ 180, Stage B</i> ©2006
<p>Standard 1: Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats. How do we understand what we read? Students will:</p>	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p>	<p>rBook TE and rBook SE: 10, 14, 18, 32-33, 56-57, 58, 60, 64, 84-85, 86, 92, 110, 118, 136, 158-159, 164, 184, 206-207, 214, 216</p> <p>Resources for Differentiated Instruction Book 1: 318</p>
<p>b. monitor comprehension and apply appropriate strategies when understanding breaks down.</p>	<p>rBook TE and rBook SE: 40, 62, 90, 95, 110, 113, 117, 118, 143, 160, 190, 212, 214, 215, 217, 233A</p> <p>Resources for Differentiated Instruction Book 1: 317</p>
<p>c. select and organize relevant information from text to summarize.</p>	<p>rBook TE and rBook SE: 84C-84D, 87, 89, 91, 93, 95, 98-100, 117, 118, 187</p> <p>Resources for Differentiated Instruction Book 1: 294, 295 Book 2: 83</p> <p>Teaching Resources Test-Taking Strategies: Topic Software: 20, 25 Paperbacks: 46 Audiobooks: 14, 22</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>d. identify, use and explain text structures.</p>	<p>rBook TE and rBook SE: 39, 108C-108D, 111, 113, 114, 115, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 290, 314, 315, 326</p> <p>Teaching Resources Paperbacks: 42, 113, 115 Audiobooks: 39, 57</p>
<p>e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p>	<p>rBook TE and rBook SE: 86, 94, 219</p> <p>Resources for Differentiated Instruction Book 1: 304, 305</p> <p>Teaching Resources Test-Taking Strategies: 45-47 Topic Software: 26, 39 Paperbacks: 14, 17, 31, 35, 36 Audiobooks: 14, 20, 22, 23</p>
<p>f. make and justify inferences from explicit and/or implicit information.</p>	<p>rBook TE and rBook SE: 16, 34, 52, 90, 104, 154, 169, 206C-206D, 209, 211, 213, 215, 217, 219</p> <p>Resources for Differentiated Instruction Book 1: 302, 303</p> <p>Teaching Resources Topic Software: 39, 55 Paperbacks: 14, 44 Audiobooks: 23, 24</p>
<p>1.2 Students interpret, analyze and evaluate text in order to extend under-standing and appreciation.</p>	
<p>a. generate and respond to questions.</p>	<p>rBook TE and rBook SE: 10, 40, 86, 110, 114, 118, 160, 186, 190, 208</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>b. interpret information that is implied in a text.</p>	<p>rBook TE and rBook SE: 56E-56F, 66, 68-69, 70-71</p> <p>Resources for Differentiated Instruction Book 1: 312, 313, 337</p> <p>Teaching Resources Paperbacks: 27 Audiobooks: 22</p>
<p>c. distinguish between fact and opinion.</p>	<p>rBook TE and rBook SE: 81, 128</p> <p>Resources for Differentiated Instruction Book 1: 321</p> <p>Teaching Resources Test-Taking Strategies: 41</p>
<p>d. make and support judgments about texts.</p>	<p>rBook TE and rBook SE: 80, 81, 149, 220</p> <p>Resources for Differentiated Instruction Book 1: 323, 324 Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 58, 88, 112, 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>e. discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p>	<p>rBook TE and rBook SE: 40, 53, 71, 83, 88, 131, 131B, 163, 169, 193, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 303, 332</p> <p>Teaching Resources Paperbacks: 66, 116, 143 Audiobooks: 71</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>f. identify and discuss the underlying theme or main idea in texts.</p>	<p>rBook TE and rBook SE: 40, 56E-56F, 58-59, 69, 70, 71, 92, 116, 162, 190</p> <p>Resources for Differentiated Instruction Book 1: 292, 293, 312, 313, 337</p> <p>Teaching Resources Topic Software: 38, 44 Paperbacks: 27 Audiobooks: 22, 51</p>
<p>g. choose a variety of genres to read for personal enjoyment.</p>	<p>rBook TE and rBook SE: 55B</p> <p>Resources for Differentiated Instruction Book 1: 330, 331</p> <p>Teaching Resources Paperbacks: 14, 16, 20, 24, 30, 33, 50 Audiobooks: 14, 16, 18, 19, 22, 24, 25</p>
<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	
<p>a. use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p>rBook TE and rBook SE: 45, 55A, 83A, 97, 106, 107A, 121, 131A, 157A, 164, 167, 181A, 194, 205A, 233A</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 256-257, 258-259</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>
<p>b. analyze the meaning of words and phrases in context.</p>	<p>rBook TE and rBook SE: 97, 106, 164, 170, 181, 187, 192, 194, 211, 212, 222, 233</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>

**Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework**

Grade 6

<p>c. develop vocabulary through listening, speaking, reading and writing.</p>	<p>rBook TE and rBook SE: 57, 85, 109, 133, 159, 164, 168, 183, 190, 194-195, 206K, 207, 210, 214, 220</p> <p>Resources for Differentiated Instruction Book 1: 270 Book 3: 22, 35</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>
<p>d. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p>	<p>rBook TE and rBook SE: 85, 88, 94, 107, 159, 208</p> <p>Resources for Differentiated Instruction Book 1: 304, 320, 328</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

Connecticut English Language Arts Curriculum Framework Grade 6	Scholastic <i>READ 180, Stage B</i> ©2006
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
a. respond to the ideas of others and recognize the validity of differing views.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
b. persuade listeners about judgments and opinions of works read, written and viewed.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
Standard 2: Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods. How does literature enrich our lives? Students will:	
2.1 Students recognize how literary devices and conventions engage the reader.	
a. discuss the impact of literary conventions on meaning.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 56E-56F, 58-59, 61, 63, 65, 67, 69, 134-135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 312, 333, 335, 337, 338

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>b. identify and analyze the differences between the structures of fiction and nonfiction.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 108C-108D, 134-135, 137, 141, 143, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 300-301, 310-311</p> <p>Teaching Resources Paperbacks: 59, 85, 87 Audiobooks: 36, 39</p>
<p>c. discuss what makes a text engaging and appealing to a reader.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60-69, 70-71, 134-143, 144-145, 184-185, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 330, 331, 333, 334, 335, 336, 337, 338</p>
<p>d. identify literary techniques an author uses that contribute to the meaning and appeal of texts.</p>	<p>rBook TE and rBook SE: 63, 64, 67, 71, 136, 139, 140, 141, 144, 145, 216, 219, 221</p> <p>Resources for Differentiated Instruction Book 1: 330, 333, 334, 335, 336, 337, 338</p>
<p>2.2 Students explore multiple responses to literature.</p>	
<p>a. develop and defend multiple responses to literature using individual connections and relevant text references.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 68, 70, 74-79, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>b. develop a critical stance and cite evidence to support the stance.</p>	<p>rBook TE and rBook SE: 68, 70, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>a. discuss and analyze how characters deal with the diversity of human experience and conflict.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 58-59, 61, 63, 65, 66, 67, 69, 134-135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 310, 311, 333</p>
<p>b. compare and contrast ideas, themes and/or issues across classical and contemporary texts.</p>	<p>rBook TE and rBook SE: 185, 187, 191</p> <p>Resources for Differentiated Instruction Book 1: 298, 299</p>
<p>c. compare, respond to and interpret texts that represent many multicultural experiences.</p>	<p>rBook TE and rBook SE: 184-185, 187, 191</p> <p>Teaching Resources Paperbacks: 21, 23, 28, 30, 31, 34, 37, 46, 50, 52 Audiobooks: 14, 15, 21, 23, 24</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

Connecticut English Language Arts Curriculum Framework Grade 6	Scholastic <i>READ 180, Stage B</i> ©2006
2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.	
a. analyze an author’s values, ethics and beliefs included in many texts.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230 Resources for Differentiated Instruction Book 1: 322, 324
b. discuss how the experiences of an author influence the text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230
c. discuss how the experiences of a reader influence the interpretation of a text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-75, 80, 81
d. analyze themes and connections that cross cultures.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71 Resources for Differentiated Instruction Book 1: 312, 313, 332, 337 Teaching Resources Paperbacks: 27
e. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71 Resources for Differentiated Instruction Book 1: 312, 313, 332, 337

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

f. analyze how authors, illustrators and filmmakers express political and social issues.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 324
<p>Standard 3: Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences. How do we write, speak and present effectively? Students will:</p>	
<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	
a. use oral language with clarity, voice and fluency to communicate a message.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 39, 74, 134
b. listen to or read a variety of genres to use as models for writing in different modes.	<p>rBook TE and rBook SE: 22, 46, 74, 98, 122, 148, 172, 196, 224</p> <p>Resources for Differentiated Instruction Book 2: 14-15, 19-20, 24-25, 29-30, 34-35, 74-75, 79-80, 84-85, 94-95, 99-100, 134-135</p>
c. use the appropriate features of persuasive, narrative, expository or poetic writing.	<p>rBook TE and rBook SE: 22-27, 46-51, 98-103, 122-127, 148-153, 172-177, 224-229</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 29-33, 34-38, 39-43, 69-73, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113, 134-138</p>
d. write to delight in the imagination.	Resources for Differentiated Instruction Book 2: 29-33, 34-38, 39-43, 134-138

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

Connecticut English Language Arts Curriculum Framework Grade 6	Scholastic <i>READ 180, Stage B</i> ©2006
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 172, 179, 225 Resources for Differentiated Instruction Book 2: 14, 19, 34, 39, 44, 54, 74, 84, 89, 99, 104
b. choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 149-151, 172-177, 197-201, 225-227 Resources for Differentiated Instruction Book 2: 19-23, 29-33, 39-43, 49-53, 59-63, 69-73, 79-83, 89-93, 94-98, 104-108, 109-113
c. revise texts for organization, elaboration, fluency and clarity.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104
d. research information from multiple sources for a specific purpose.	Resources for Differentiated Instruction Book 2: 34, 74, 141-143
e. evaluate the validity and authenticity of sources of information.	rBook TE and rBook SE: 155, 231 Resources for Differentiated Instruction Book 1: 323

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

<p>f. publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p>rBook TE and rBook SE: 27, 50, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104</p>
<p>Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication. How do we use the English language appropriately to speak and write? Students will:</p>	
<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	
<p>a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</p>	<p>This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> ©2005.</p>
<p>b. recognize and understand variations among language patterns.</p>	<p>rBook TE and rBook SE: 23</p> <p>Resources for Differentiated Instruction Book 2: 123</p>
<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	
<p>a. use sentence patterns typical of spoken and written language to produce text.</p>	<p>rBook TE and rBook SE: 26, 50, 78, 79, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 18, 69, 73, 154-155, 156-157, 158-159, 160-161, 178-179, 208-209, 210-211, 212-213</p>
<p>b. evaluate the impact of language as related to audience and purpose.</p>	<p>rBook TE and rBook SE: 23</p> <p>Resources for Differentiated Instruction Book 2: 123</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 6

Connecticut English Language Arts Curriculum Framework Grade 6	Scholastic <i>READ 180, Stage B</i> ©2006
4.3 Students use standard English for composing and revising written text.	
a. recognize the difference between standard and nonstandard English and use language appropriately.	rBook TE and rBook SE: 25, 31, 49, 55, 79, 83, 102, 125, 126, 152, 177, 199, 200, 228 Resources for Differentiated Instruction Book 2: 176-177, 178-179, 198-199 Teaching Resources Test-Taking Strategies: 34-35, 76-77, 86-87
b. demonstrate proficient use of proper mechanics, usage and spelling skills.	rBook TE and rBook SE: 25, 31, 49, 51, 55, 83, 103, 152, 177, 199, 201 Resources for Differentiated Instruction Book 2: 14, 24, 44, 49, 54, 64, 74
c. use resources for proofreading and editing.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 49-50, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229 Resources for Differentiated Instruction Book 2: 19, 29, 39, 54, 64, 84, 89, 94, 99, 109, 114

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework
Grade 7

Connecticut English Language Arts Curriculum Framework Grade 7	Scholastic <i>READ 180, Stage B</i> ©2006
<p>Standard 1: Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats. How do we understand what we read? Students will:</p>	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p>	<p>rBook TE and rBook SE: 10, 14, 18, 32-33, 56-57, 58, 60, 64, 84-85, 86, 92, 110, 118, 136, 158-159, 164, 184, 206-207, 214, 216</p> <p>Resources for Differentiated Instruction Book 1: 318</p>
<p>b. monitor comprehension and apply appropriate strategies when understanding breaks down.</p>	<p>rBook TE and rBook SE: 40, 62, 90, 95, 110, 113, 117, 118, 143, 160, 190, 212, 214, 215, 217, 233A</p> <p>Resources for Differentiated Instruction Book 1: 317</p>
<p>c. select and organize relevant information from text to summarize.</p>	<p>rBook TE and rBook SE: 84C-84D, 87, 89, 91, 93, 95, 98-100, 117, 118, 187</p> <p>Resources for Differentiated Instruction Book 1: 294, 295 Book 2: 83</p> <p>Teaching Resources Test-Taking Strategies: Topic Software: 20, 25 Paperbacks: 46 Audiobooks: 14, 22</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>d. identify, use and analyze text structures.</p>	<p>rBook TE and rBook SE: 39, 108C-108D, 111, 113, 114, 115, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 290, 314, 315, 326</p> <p>Teaching Resources Paperbacks: 42, 113, 115 Audiobooks: 39, 57</p>
<p>e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p>	<p>rBook TE and rBook SE: 86, 94, 219</p> <p>Resources for Differentiated Instruction Book 1: 304, 305</p> <p>Teaching Resources Test-Taking Strategies: 45-47 Topic Software: 26, 39 Paperbacks: 14, 17, 31, 35, 36 Audiobooks: 14, 20, 22, 23</p>
<p>f. make and justify inferences from explicit and or implicit information.</p>	<p>rBook TE and rBook SE: 16, 34, 52, 90, 104, 154, 169, 206C-206D, 209, 211, 213, 215, 217, 219</p> <p>Resources for Differentiated Instruction Book 1: 302, 303</p> <p>Teaching Resources Topic Software: 39, 55 Paperbacks: 14, 44 Audiobooks: 23, 24</p>
<p>1.2 Students interpret, analyze and evaluate text in order to extend under-standing and appreciation.</p>	
<p>a. generate and respond to questions.</p>	<p>rBook TE and rBook SE: 10, 40, 86, 110, 114, 118, 160, 186, 190, 208</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>b. interpret information that is implied in a text.</p>	<p>rBook TE and rBook SE: 56E-56F, 66, 68-69, 70-71</p> <p>Resources for Differentiated Instruction Book 1: 312, 313, 337</p> <p>Teaching Resources Paperbacks: 27 Audiobooks: 22</p>
<p>c. distinguish between fact and opinion.</p>	<p>rBook TE and rBook SE: 81, 128</p> <p>Resources for Differentiated Instruction Book 1: 321</p> <p>Teaching Resources Test-Taking Strategies: 41</p>
<p>d. make and support judgments about texts.</p>	<p>rBook TE and rBook SE: 80, 81, 149, 220</p> <p>Resources for Differentiated Instruction Book 1: 323, 324 Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 58, 88, 112, 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>e. discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p>	<p>rBook TE and rBook SE: 40, 53, 71, 83, 88, 131, 131B, 163, 169, 193, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 303, 332</p> <p>Teaching Resources Paperbacks: 66, 116, 143 Audiobooks: 71</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>f. identify and discuss the underlying theme or main idea in texts.</p>	<p>rBook TE and rBook SE: 40, 56E-56F, 58-59, 69, 70, 71, 92, 116, 162, 190</p> <p>Resources for Differentiated Instruction Book 1: 292, 293, 312, 313, 337</p> <p>Teaching Resources Topic Software: 38, 44 Paperbacks: 27 Audiobooks: 22, 51</p>
<p>g. choose a variety of genres to read for personal enjoyment.</p>	<p>rBook TE and rBook SE: 55B</p> <p>Resources for Differentiated Instruction Book 1: 330, 331</p> <p>Teaching Resources Paperbacks: 14, 16, 20, 24, 30, 33, 50 Audiobooks: 14, 16, 18, 19, 22, 24, 25</p>
<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	
<p>a. use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p>rBook TE and rBook SE: 45, 55A, 83A, 97, 106, 107A, 121, 131A, 157A, 164, 167, 181A, 194, 205A, 233A</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 256-257, 258-259</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>
<p>b. analyze the meaning of words and phrases in context.</p>	<p>rBook TE and rBook SE: 97, 106, 164, 170, 181, 187, 192, 194, 211, 212, 222, 233</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>

**Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework**

Grade 7

<p>c. develop vocabulary through listening, speaking, reading and writing.</p>	<p>rBook TE and rBook SE: 57, 85, 109, 133, 159, 164, 168, 183, 190, 194-195, 206K, 207, 210, 214, 220</p> <p>Resources for Differentiated Instruction Book 1: 270 Book 3: 22, 35</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>
<p>d. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p>	<p>rBook TE and rBook SE: 85, 88, 94, 107, 159, 208</p> <p>Resources for Differentiated Instruction Book 1: 304, 320, 328</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

Connecticut English Language Arts Curriculum Framework Grade 7	Scholastic <i>READ 180, Stage B</i> ©2006
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
a. respond to the ideas of others and recognize the validity of differing views.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
b. persuade listeners about judgments and opinions of works read, written and viewed.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
Standard 2: Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods. How does literature enrich our lives? Students will:	
2.1 Students recognize how literary devices and conventions engage the reader.	
a. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 56E-56F, 58-59, 61, 63, 65, 66, 67, 69, 134-135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 312, 333, 335, 337, 338

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>b. identify and analyze the differences between the structures of fiction and nonfiction.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 108C-108D, 134-135, 137, 141, 143, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 300-301, 310-311</p> <p>Teaching Resources Paperbacks: 59, 85, 87 Audiobooks: 36, 39</p>
<p>c. discuss what makes a text engaging and appealing to a reader.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60-69, 70-71, 134-143, 144-145, 184-185, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 330, 331, 333, 334, 335, 336, 337, 338</p>
<p>d. identify and analyze literary techniques an author uses that contribute to the meaning and appeal of texts.</p>	<p>rBook TE and rBook SE: 63, 64, 67, 71, 136, 139, 140, 141, 144, 145, 216, 219, 221</p> <p>Resources for Differentiated Instruction Book 1: 330, 333, 334, 335, 336, 337, 338</p>
<p>2.2 Students explore multiple responses to literature.</p>	
<p>a. develop and defend multiple responses to literature using individual connections and relevant text references.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 68, 70, 74-79, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>b. develop a critical stance and cite evidence to support the stance.</p>	<p>rBook TE and rBook SE: 68, 70, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>a. discuss and analyze how characters deal with the diversity of human experience and conflict.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 58-59, 61, 63, 65, 66, 67, 69, 134-135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 310, 311, 333</p>
<p>b. compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>	<p>rBook TE and rBook SE: 185, 187, 191</p> <p>Resources for Differentiated Instruction Book 1: 298, 299</p>
<p>c. compare, respond to and interpret texts that represent many multicultural experiences.</p>	<p>rBook TE and rBook SE: 184-185, 187, 191</p> <p>Teaching Resources Paperbacks: 21, 23, 28, 30, 31, 34, 37, 46, 50, 52 Audiobooks: 14, 15, 21, 23, 24</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

Connecticut English Language Arts Curriculum Framework Grade 7	Scholastic <i>READ 180, Stage B</i> ©2006
2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.	
a. evaluate an author’s values, ethics and beliefs included in many texts.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230 Resources for Differentiated Instruction Book 1: 322, 324
b. discuss how the experiences of an author influence the text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230
c. discuss how the experiences of a reader influence the interpretation of a text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-75, 80, 81
d. analyze and evaluate themes and connections that cross cultures.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71 Resources for Differentiated Instruction Book 1: 312, 313, 332, 337 Teaching Resources Paperbacks: 27
e. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71 Resources for Differentiated Instruction Book 1: 312, 313, 332, 337

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>f. evaluate how authors, illustrators and filmmakers express political and social issues.</p>	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 324</p>
<p>Standard 3: Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences. How do we write, speak and present effectively? Students will:</p>	
<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	
<p>a. use oral language with clarity, voice and fluency to communicate a message.</p>	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 39, 74, 134</p>
<p>b. listen to or read a variety of genres to use as models for writing in different modes.</p>	<p>rBook TE and rBook SE: 22, 46, 74, 98, 122, 148, 172, 196, 224</p> <p>Resources for Differentiated Instruction Book 2: 14-15, 19-20, 24-25, 29-30, 34-35, 74-75, 79-80, 84-85, 94-95, 99-100, 134-135</p>
<p>c. use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p>rBook TE and rBook SE: 22-27, 46-51, 98-103, 122-127, 148-153, 172-177, 224-229</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 29-33, 34-38, 39-43, 69-73, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113, 134-138</p>
<p>d. write to delight in the imagination.</p>	<p>Resources for Differentiated Instruction Book 2: 29-33, 34-38, 39-43, 134-138</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

Connecticut English Language Arts Curriculum Framework Grade 7	Scholastic <i>READ 180, Stage B</i> ©2006
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 172, 179, 225 Resources for Differentiated Instruction Book 2: 14, 19, 34, 39, 44, 54, 74, 84, 89, 99, 104
b. apply the most effective processes to create and present a written, oral or visual piece.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 149-153, 172-179, 197-203, 225-229 Resources for Differentiated Instruction Book 2: 19-23, 29-33, 39-43, 49-53, 59-63, 69-73, 79-83, 89-93, 94-98, 104-108, 109-113
c. revise texts for organization, elaboration, fluency and clarity.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104
d. research information from multiple sources for a specific purpose.	Resources for Differentiated Instruction Book 2: 34, 74, 141-143
e. evaluate the validity and authenticity of primary and secondary sources of information.	rBook TE and rBook SE: 155, 231 Resources for Differentiated Instruction Book 1: 323

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 7

<p>f. publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p>rBook TE and rBook SE: 27, 50, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104</p>
<p>Standard 4: Applying English Language Conventions</p>	
<p>Students apply the conventions of standard English in oral, written and visual communication. How do we use the English language appropriately to speak and write? Students will:</p>	
<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	
<p>a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</p>	<p>This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> ©2005.</p>
<p>b. recognize and understand variations among language patterns.</p>	<p>rBook TE and rBook SE: 23</p> <p>Resources for Differentiated Instruction Book 2: 123</p>
<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	
<p>a. use sentence patterns typical of spoken and written language to produce text.</p>	<p>rBook TE and rBook SE: 26, 50, 78, 79, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 18, 69, 73, 154-155, 156-157, 158-159, 160-161, 178-179, 208-209, 210-211, 212-213</p>
<p>b. evaluate the impact of language as related to audience and purpose.</p>	<p>rBook TE and rBook SE: 23</p> <p>Resources for Differentiated Instruction Book 2: 123</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework
Grade 7

Connecticut English Language Arts Curriculum Framework Grade 7	Scholastic <i>READ 180, Stage B</i> ©2006
4.3 Students use standard English for composing and revising written text.	
a. recognize the difference between standard and nonstandard English and use language appropriately.	rBook TE and rBook SE: 25, 31, 49, 55, 79, 83, 102, 125, 126, 152, 177, 199, 200, 228 Resources for Differentiated Instruction Book 2: 176-177, 178-179, 198-199 Teaching Resources Test-Taking Strategies: 34-35, 76-77, 86-87
b. demonstrate proficient use of proper mechanics, usage and spelling skills.	rBook TE and rBook SE: 25, 31, 49, 51, 55, 83, 103, 152, 177, 199, 201 Resources for Differentiated Instruction Book 2: 14, 24, 44, 49, 54, 64, 74
c. use resources for proofreading and editing.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 49-50, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229 Resources for Differentiated Instruction Book 2: 19, 29, 39, 54, 64, 84, 89, 94, 99, 109, 114

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

Connecticut English Language Arts Curriculum Framework Grade 8	Scholastic <i>READ 180, Stage B</i> ©2006
<p>Standard 1: Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats. How do we understand what we read? Students will:</p>	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading.</p>	<p>rBook TE and rBook SE: 10, 14, 18, 32-33, 56-57, 58, 60, 64, 84-85, 86, 92, 110, 118, 136, 158-159, 164, 184, 206-207, 214, 216</p> <p>Resources for Differentiated Instruction Book 1: 318</p>
<p>b. monitor comprehension and apply appropriate strategies when understanding breaks down.</p>	<p>rBook TE and rBook SE: 40, 62, 90, 95, 110, 113, 117, 118, 143, 160, 190, 212, 214, 215, 217, 233A</p> <p>Resources for Differentiated Instruction Book 1: 317</p>
<p>c. select and organize relevant information from text to summarize.</p>	<p>rBook TE and rBook SE: 84C-84D, 87, 89, 91, 93, 95, 98-100, 117, 118, 187</p> <p>Resources for Differentiated Instruction Book 1: 294, 295 Book 2: 83</p> <p>Teaching Resources Test-Taking Strategies: Topic Software: 20, 25 Paperbacks: 46 Audiobooks: 14, 22</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>d. identify, use and analyze text structures.</p>	<p>rBook TE and rBook SE: 39, 108C-108D, 111, 113, 114, 115, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 290, 314, 315, 326</p> <p>Teaching Resources Paperbacks: 42, 113, 115 Audiobooks: 39, 57</p>
<p>e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.</p>	<p>rBook TE and rBook SE: 86, 94, 219</p> <p>Resources for Differentiated Instruction Book 1: 304, 305</p> <p>Teaching Resources Test-Taking Strategies: 45-47 Topic Software: 26, 39 Paperbacks: 14, 17, 31, 35, 36 Audiobooks: 14, 20, 22, 23</p>
<p>f. make and justify inferences from explicit and or implicit information.</p>	<p>rBook TE and rBook SE: 16, 34, 52, 90, 104, 154, 169, 206C-206D, 209, 211, 213, 215, 217, 219</p> <p>Resources for Differentiated Instruction Book 1: 302, 303</p> <p>Teaching Resources Topic Software: 39, 55 Paperbacks: 14, 44 Audiobooks: 23, 24</p>
<p>1.2 Students interpret, analyze and evaluate text in order to extend under-standing and appreciation.</p>	
<p>a. generate and respond to questions.</p>	<p>rBook TE and rBook SE: 10, 40, 86, 110, 114, 118, 160, 186, 190, 208</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>b. interpret information that is implied in a text.</p>	<p>rBook TE and rBook SE: 56E-56F, 66, 68-69, 70-71</p> <p>Resources for Differentiated Instruction Book 1: 312, 313, 337</p> <p>Teaching Resources Paperbacks: 27 Audiobooks: 22</p>
<p>c. distinguish between fact and opinion.</p>	<p>rBook TE and rBook SE: 81, 128</p> <p>Resources for Differentiated Instruction Book 1: 321</p> <p>Teaching Resources Test-Taking Strategies: 41</p>
<p>d. make and support judgments about texts.</p>	<p>rBook TE and rBook SE: 80, 81, 149, 220</p> <p>Resources for Differentiated Instruction Book 1: 323, 324 Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 58, 88, 112, 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>e. discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p>	<p>rBook TE and rBook SE: 40, 53, 71, 83, 88, 131, 131B, 163, 169, 193, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 303, 332</p> <p>Teaching Resources Paperbacks: 66, 116, 143 Audiobooks: 71</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>f. identify and discuss the underlying theme or main idea in texts.</p>	<p>rBook TE and rBook SE: 40, 56E-56F, 58-59, 69, 70, 71, 92, 116, 162, 190</p> <p>Resources for Differentiated Instruction Book 1: 292, 293, 312, 313, 337</p> <p>Teaching Resources Topic Software: 38, 44 Paperbacks: 27 Audiobooks: 22, 51</p>
<p>g. choose a variety of genres to read for personal enjoyment.</p>	<p>rBook TE and rBook SE: 55B</p> <p>Resources for Differentiated Instruction Book 1: 330, 331</p> <p>Teaching Resources Paperbacks: 14, 16, 20, 24, 30, 33, 50 Audiobooks: 14, 16, 18, 19, 22, 24, 25</p>
<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	
<p>a. use phonetic, structural, syntactical and contextual clues to read and understand words.</p>	<p>rBook TE and rBook SE: 45, 55A, 83A, 97, 106, 107A, 121, 131A, 157A, 164, 167, 181A, 194, 205A, 233A</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 256-257, 258-259</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>
<p>b. analyze the meaning of words and phrases in context.</p>	<p>rBook TE and rBook SE: 97, 106, 164, 170, 181, 187, 192, 194, 211, 212, 222, 233</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265</p> <p>Teaching Resources Test-Taking Strategies: 28-30</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>c. develop vocabulary through listening, speaking, reading and writing.</p>	<p>rBook TE and rBook SE: 57, 85, 109, 133, 159, 164, 168, 183, 190, 194-195, 206K, 207, 210, 214, 220</p> <p>Resources for Differentiated Instruction Book 1: 270 Book 3: 22, 35</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>
<p>d. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).</p>	<p>rBook TE and rBook SE: 85, 88, 94, 107, 159, 208</p> <p>Resources for Differentiated Instruction Book 1: 304, 320, 328</p> <p>Teaching Resources Paperbacks: 145 Audiobooks: 73</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

Connecticut English Language Arts Curriculum Framework Grade 8	Scholastic <i>READ 180, Stage B</i> ©2006
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
a. respond to the ideas of others and recognize the validity of differing views.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
b. persuade listeners about judgments and opinions of works read, written and viewed.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 64, 68, 80, 81, 83, 84L, 90, 94, 107, 108L, 116, 123, 142, 149, 157, 158L, 160, 181, 182L, 205, 220 Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71
Standard 2: Exploring and Responding to Literature Students read and respond to classical and contemporary texts from many cultures and literary periods. How does literature enrich our lives? Students will:	
2.1 Students recognize how literary devices and conventions engage the reader.	
a. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 56E-56F, 58-59, 61, 63, 65, 66, 67, 69, 134-135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 312, 333, 335, 337, 338

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>b. identify and analyze the differences between the structures of fiction and nonfiction.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 108C-108D, 134-135, 137, 141, 143, 158C-158D, 161, 165, 185</p> <p>Resources for Differentiated Instruction Book 1: 300-301, 310-311</p> <p>Teaching Resources Paperbacks: 59, 85, 87 Audiobooks: 36, 39</p>
<p>c. discuss what makes a text engaging and appealing to a reader.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60-69, 70-71, 134-143, 144-145, 184-185, 210-219, 220-221</p> <p>Resources for Differentiated Instruction Book 1: 330, 331, 333, 334, 335, 336, 337, 338</p>
<p>d. identify and analyze literary techniques an author uses that contribute to the meaning and appeal of texts.</p>	<p>rBook TE and rBook SE: 63, 64, 67, 71, 136, 139, 140, 141, 144, 145, 216, 219, 221</p> <p>Resources for Differentiated Instruction Book 1: 330, 333, 334, 335, 336, 337, 338</p>
<p>2.2 Students explore multiple responses to literature.</p>	
<p>a. develop and defend multiple responses to literature using individual connections and relevant text references.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 68, 70, 74-79, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138, 143 Audiobooks: 63, 64, 66, 71</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>b. develop a critical stance and cite evidence to support the stance.</p>	<p>rBook TE and rBook SE: 68, 70, 80, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p> <p>Teaching Resources Paperbacks: 135, 136, 138 Audiobooks: 63, 64, 66</p>
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>a. discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56C-56D, 58-59, 61, 63, 65, 66, 67, 69, 134-135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 310, 311, 333</p>
<p>b. compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</p>	<p>rBook TE and rBook SE: 185, 187, 191</p> <p>Resources for Differentiated Instruction Book 1: 298, 299</p>
<p>c. compare, respond to and analyze texts that represent many multicultural experiences.</p>	<p>rBook TE and rBook SE: 184-185, 187, 191</p> <p>Teaching Resources Paperbacks: 21, 23, 28, 30, 31, 34, 37, 46, 50, 52 Audiobooks: 14, 15, 21, 23, 24</p>
<p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	
<p>a. evaluate an author's values, ethics and beliefs included in many texts.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230</p> <p>Resources for Differentiated Instruction Book 1: 322, 324</p>

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>b. discuss how the experiences of an author influence the text.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 80, 154, 230</p>
<p>c. discuss how the experiences of a reader influence the interpretation of a text.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-75, 80, 81</p>
<p>d. analyze and evaluate themes and connections that cross cultures.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71</p> <p>Resources for Differentiated Instruction Book 1: 312, 313, 332, 337</p> <p>Teaching Resources Paperbacks: 27</p>
<p>e. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56E-56F, 58-59, 69, 71</p> <p>Resources for Differentiated Instruction Book 1: 312, 313, 332, 337</p>
<p>f. evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</p>	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 324</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework
Grade 8

Connecticut English Language Arts Curriculum Framework Grade 8	Scholastic <i>READ 180, Stage B</i> ©2006
Standard 3: Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences. How do we write, speak and present effectively? Students will:	
3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.	
a. use oral language with clarity, voice and fluency to communicate a message.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 39, 74, 134
b. listen to or read a variety of genres to use as models for writing in different modes.	rBook TE and rBook SE: 22, 46, 74, 98, 122, 148, 172, 196, 224 Resources for Differentiated Instruction Book 2: 14-15, 19-20, 24-25, 29-30, 34-35, 74-75, 79-80, 84-85, 94-95, 99-100, 134-135
c. use the appropriate features of persuasive, narrative, expository or poetic writing.	rBook TE and rBook SE: 22-27, 46-51, 98-103, 122-127, 148-153, 172-177, 224-229 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 29-33, 34-38, 39-43, 69-73, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113, 134-138
d. write to delight in the imagination.	Resources for Differentiated Instruction Book 2: 29-33, 34-38, 39-43, 134-138
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 172, 179, 225 Resources for Differentiated Instruction Book 2: 14, 19, 34, 39, 44, 54, 74, 84, 89, 99, 104

Scholastic READ 180, Stage B ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

<p>b. apply the most effective processes to create and present a written, oral or visual piece.</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 149-153, 172-179, 197-203, 225-229</p> <p>Resources for Differentiated Instruction Book 2: 19-23, 29-33, 39-43, 49-53, 59-63, 69-73, 79-83, 89-93, 94-98, 104-108, 109-113</p>
<p>c. revise texts for organization, elaboration, fluency and clarity.</p>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104</p>
<p>d. research information from multiple sources for a specific purpose.</p>	<p>Resources for Differentiated Instruction Book 2: 34, 74, 141-143</p>
<p>e. evaluate the validity and authenticity of primary and secondary sources of information.</p>	<p>rBook TE and rBook SE: 155, 231</p> <p>Resources for Differentiated Instruction Book 1: 323</p>
<p>f. publish and/or present final products in a myriad of ways, including the use of the arts and technology.</p>	<p>rBook TE and rBook SE: 27, 50, 79, 103, 127, 153, 177, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 44, 59, 64, 69, 79, 84, 104</p>

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework

Grade 8

Connecticut English Language Arts Curriculum Framework Grade 8	Scholastic <i>READ 180, Stage B</i> ©2006
<p>Standard 4: Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication. How do we use the English language appropriately to speak and write? Students will:</p>	
<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p>	
a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> ©2005.
b. recognize and understand variations among language patterns.	rBook TE and rBook SE: 23 Resources for Differentiated Instruction Book 2: 123
<p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p>	
a. use sentence patterns typical of spoken and written language to produce text.	rBook TE and rBook SE: 26, 50, 78, 79, 229 Resources for Differentiated Instruction Book 2: 14, 18, 69, 73, 154-155, 156-157, 158-159, 160-161, 178-179, 208-209, 210-211, 212-213
b. evaluate the impact of language as related to audience and purpose.	rBook TE and rBook SE: 23 Resources for Differentiated Instruction Book 2: 123

Scholastic *READ 180, Stage B* ©2006
correlated to
Connecticut English Language Arts Curriculum Framework
Grade 8

Connecticut English Language Arts Curriculum Framework Grade 8	Scholastic <i>READ 180, Stage B</i> ©2006
4.3 Students use standard English for composing and revising written text.	
a. recognize the difference between standard and nonstandard English and use language appropriately.	rBook TE and rBook SE: 25, 31, 49, 55, 79, 83, 102, 125, 126, 152, 177, 199, 200, 228 Resources for Differentiated Instruction Book 2: 176-177, 178-179, 198-199 Teaching Resources Test-Taking Strategies: 34-35, 76-77, 86-87
b. demonstrate proficient use of proper mechanics, usage and spelling skills.	rBook TE and rBook SE: 25, 31, 49, 51, 55, 83, 103, 152, 177, 199, 201 Resources for Differentiated Instruction Book 2: 14, 24, 44, 49, 54, 64, 74
c. use resources for proofreading and editing.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 49-50, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229 Resources for Differentiated Instruction Book 2: 19, 29, 39, 54, 64, 84, 89, 94, 99, 109, 114