

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
Strand: Language Development (Continue to address earlier standards as needed.)	
DISCUSSION	
6.LD-D.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member, defining individuals' roles and responsibilities, and coming to consensus.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 32L, 84L, T76, T84, T85 Resources for Differentiated Instruction Book 3: 21-30
QUESTIONING, LISTENING, AND CONTRIBUTING	
6.LD-Q.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages/body language (e.g., posture, gestures).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 145 Resources for Differentiated Instruction Book 3: 24, 28, 67, 68
6.LD-Q.3. Identify the tone, mood, and emotion conveyed in oral communication.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334 Book 3: 24, 25, 68
6.LD-Q.4. Restate and execute multistep oral instructions and directions.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 53 Resources for Differentiated Instruction Book 3: 25, 29, 42, 44

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
ORAL PRESENTATION	
6.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, presentation style) to prepare and assess the presentations listed in this section.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 224-226, 228-229
6.LD-O.6. Give oral presentations with focus, organization, and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 134 Book 3: 70
VOCABULARY AND CONCEPT DEVELOPMENT	
6.LD-V.7. Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., <i>annus, aqua</i>), suffixes (e.g., <i>-itis, -osis</i>), and prefixes (e.g., <i>mult-, di-, anti-, hype-, syn-</i>).	RBook TE and rBook SE: 44, 45, 157A, 167, 223, 233A Resources for Differentiated Instruction Book 1: 256-259, 266-269
6.LD-V.8. Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.	RBook TE and rBook SE: 97, 222 Resources for Differentiated Instruction Book 1: 238-241 Book 3: 63 Test Taking Strategies: 28
6.LD-V.9. Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.	RBook TE and rBook SE: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216 Resources for Differentiated Instruction Book 1: 272-275 Book 2: 138 Book 3: 60, 67

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
6.LD-V.10. Determine meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).	RBook TE and rBook SE: 96, 170, 171, 234-238 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
Strand: Informational Text (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
EXPOSITORY TEXT	
6.IT-E.1. Identify and analyze the author’s stated purpose, main ideas, supporting ideas, and supporting evidence.	RBook TE and rBook SE: 8C, 10-19, 41, 239 Resources for Differentiated Instruction Book 1: 292-293, 320, 394, 412 Teaching Resources Topic Software: 19, 21, 24-25, 27 Paperbacks: 22, 32, 61, 73, 93
6.IT-E.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, and bibliography).	RBook TE and rBook SE: 114, 160, 234-235
6.IT-E.3. Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	RBook TE and rBook SE: 32C, 61, 69, 143, 158C, 160-169, 182C, 184-193, 240 Resources for Differentiated Instruction Book 1: 290-291, 296-299, 393, 396-398 Test Taking Strategies: 36, 39 Teaching Resources Paperbacks: 38, 105

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
DOCUMENT AND PROCEDURAL TEXT	
6.IT-DP.4. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, boldface print, headings) of document and procedural text.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 29, 43, 94, 114, 168, 218
ARGUMENT AND PERSUASIVE TEXT	
6.IT-A.5. Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repletion) that the author uses to influence readers' thinking or behavior.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 67 Resources for Differentiated Instruction Book 1: 320, 322
6.IT-A.6. Recognize arguments for and against an issue.	Resources for Differentiated Instruction Book 1: 378
Strand: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)	
CONNECTIONS	
6.LT-C.1. Analyze the relevance of the setting, (e.g., time, place, and situation) to the mood and tone of the text.	RBook TE and rBook SE: 63, 144 Resources for Differentiated Instruction Book 1: 308-309, 334
GENRE	
6.LT.G.2. Identify the characteristics of different forms of prose (short story, novel, novella, essay).	RBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 330, 331, 338 Book 2: 14, 19, 24, 29, 34, 39, 134

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
THEME	
6.LT-T.3. Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.	RBook TE and rBook SE: 56E-56F, 59, 69-71 Resources for Differentiated Instruction Book 1: 312, 313, 337, 409 Teaching Resources Audiobooks: 22, 51
FICTION	
6.LT-F.4. Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.	RBook TE and rBook SE: 59, 61, 63, 65, 67, 132E, 135, 137, 139, 141-143, 216 Resources for Differentiated Instruction Book 1: 310, 311, 335, 407, 408 Teaching Resources Audiobooks: 17, 18, 23, 24, 25, 36 Paperbacks: 14, 19, 20, 23, 33, 37, 43, 47, 48, 59, 87, 125
6.LT-F.5. Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.	RBook TE and rBook SE: 59, 61, 63, 65, 67, 132C, 135, 137, 139, 141, 143, 144 Resources for Differentiated Instruction Book 1: 308-309 Teaching Resources Paperbacks: 29, 39, 79, 107
LITERARY NONFICTION	
6.LT-LNF.6. Describe the structural differences among essays, speeches, autobiographies, and biographies.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 184-185, 208-209, 210-219 Resources for Differentiated Instruction Book 1: 355-356, 367-368, 382, 389

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
POETRY	
6.LT-P.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.	RBook TE and rBook SE: 220-221 Resources for Differentiated Instruction Book 1: 330, 338
DRAMA	
6.LT-D.8. Identify author’s use of dialogue and stage directions.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331, 335 Teaching Resources Paperbacks: 20, 25, 27, 52
STYLE AND LANGUAGE	
6.LT-S.9. Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 250-251, 272-273, 274-275
TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE	
6.LT-TN.10. Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.	RBook TE and rBook SE: 140, 221 Resources for Differentiated Instruction Book 1: 336
6.LT-TN.11. Identify specific figures, objects, and places in Greek, Roman, and biblical literature that have influenced writers throughout the ages.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
Strand: Research (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
6.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	
<ul style="list-style-type: none"> • Define the need for information and formulate open-ended research questions. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 315 Book 2: 139, 147-149
<ul style="list-style-type: none"> • Initiate a plan for searching for information. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 314, 315 Book 2: 139-142
<ul style="list-style-type: none"> • Use an expanded range of print and electronic resources (atlases, databases, online resources). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 326, 327, 328, 329 Book 2: 141, 142
<ul style="list-style-type: none"> • Gather relevant information through interviews. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 32, 72
<ul style="list-style-type: none"> • Evaluate the relevance of information. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 414
<ul style="list-style-type: none"> • Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 314, 326, 329 Book 2: 141

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Communicate about basic technology components using appropriate vocabulary related to external and internal computer or other technology operations. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 329, 385
<ul style="list-style-type: none"> Organize and present research using the standards in the Writing strand. 	Resources for Differentiated Instruction Book 2: 144-150
<ul style="list-style-type: none"> Provide appropriate documentation in a consistent format. 	Resources for Differentiated Instruction Book 2: 147, 149, 150
<ul style="list-style-type: none"> Evaluate the research project as a whole. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139-150
Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)	
IMAGINATIVE WRITING	
6.W-I.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events.	RBook TE and rBook SE: 226-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34
EXPOSITORY WRITING	
6.W-E.2. Write explanations of a process that	
<ul style="list-style-type: none"> group ideas and place them in a logical order and 	Resources for Differentiated Instruction Book 2: 114, 116-117, 118
<ul style="list-style-type: none"> include details to ensure the process is understandable. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114, 116-117, 118

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
6.W-E.3. Write research reports that	
<ul style="list-style-type: none"> • frame a key question about an issue or situation, 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139
<ul style="list-style-type: none"> • group ideas and place them in logical order, and 	Resources for Differentiated Instruction Book 2: 144-146
<ul style="list-style-type: none"> • include facts and details that illuminate the main ideas. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 146
6.W-E.4. Write persuasive essays that support a position with organized and relevant evidence.	RBook TE and rBook SE: 123-125, 173-175, 243 Resources for Differentiated Instruction Book 2: 109, 112, 113
REVISION	
6.W-R.5. Revise writing to improve the level of detail and precision of language after determining where to add sensory detail and rearrange text.	RBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199 Resources for Differentiated Instruction Book 2: 29, 49, 54, 59, 74, 104, 119, 124, 134
Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)	
6.M.1. Identify persuasive and propaganda techniques used in television; identify false and misleading information.	RBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322
6.M.2. Analyze media for ways they provide information or entertainment.	RBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
6.M.3. Create multimedia presentations using computer technology, including graphics and animation.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 103, 229 Resources for Differentiated Instruction Book 2: 19, 84, 109, 124 Teaching Resources Audiobooks: 64, 65
Strand: English Language Conventions (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
6.EL.1. Identify eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Resources for Differentiated Instruction Book 2: 38, 162-165, 166, 167, 180-181, 186, 187, 192, 193 Book 3: 38, 39
6.EL.2. Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate on ideas.	Resources for Differentiated Instruction Book 2: 158, 159, 200, 201
6.EL.3. Expand or reduce sentences (adding or deleting modifiers, combining or breaking up sentences).	RBook TE and rBook SE: 78, 245 Resources for Differentiated Instruction Book 2: 73, 208-213
6.EL.4. Identify and use simple and compound sentences.	Resources for Differentiated Instruction Book 2: 73, 208, 209
6.EL.5. Identify and employ correct usage for	
<ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tense; 	RBook TE and rBook SE: 157B
<ul style="list-style-type: none"> • subject-verb agreement with compound subjects; 	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 178-179

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 6

District of Columbia Standards Grade 6	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> • indefinite pronouns; and 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> • elimination of fragments and run-ons. 	RBook TE and rBook SE: 26, 50, 229, 245 Resources for Differentiated Instruction Book 2: 202-203, 210-211
6.EL.6. Spell frequently misspelled words correctly according to usage (e.g., <i>their, they're, there</i>).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120 Resources for Differentiated Instruction Book 1: 242, 243

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
Strand: Language Development (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
DISCUSSION	
7.LD-D.1. Know and apply rules for formal and informal discussions, including planning agendas, setting time limits for speakers, and taking votes on key issues.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
QUESTIONING, LISTENING, AND CONTRIBUTING	
7.LD-Q.2. Ask probing questions to elicit information, including questions about the evidence that supports the speaker's claims and conclusions.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 74
7.LD-Q.3. Determine the speaker's attitude or point of view toward the subject.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334 Book 3: 24, 25, 68
7.LD-Q.4. Distinguish between a summary of and an advocacy of a position in an oral presentation.	Resources for Differentiated Instruction Book 2: 104
ORAL PRESENTATION	
7.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style) to prepare and assess the presentations listed in this section.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 224-226, 228-229

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
7.LD-O.6. Present critiques of literary works, films, or dramatic productions using various techniques for effective presentations and matching the message with voice modulation, inflection, tempo, enunciation, and expression.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 149-151 Teaching Resources Audiobooks: 63 Paperbacks: 135
VOCABULARY AND CONCEPT DEVELOPMENT	
7.LD-V.7. Use Greek and Latin roots and affixes to determine the meaning of the content area vocabulary.	RBook TE and rBook SE: 44, 45, 167, 223, 157A, 233A Resources for Differentiated Instruction Book 1: 256-259, 266-269
7.LD-V.8. Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.	RBook TE and rBook SE: 97, 222 Resources for Differentiated Instruction Book 1: 238-239, 240-241 Book 3: 63 Test Taking Strategies: 28
7.LD-V.9. Use context to confirm meanings of metaphors, similes, and idiomatic language in prose and poetry.	RBook TE and rBook SE: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216 Resources for Differentiated Instruction Book 1: 272-275 Book 2: 138 Book 3: 60, 67
7.LD-V.10. Determine meanings, pronunciations, alternate word choices, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).	RBook TE and rBook SE: 96, 170, 171, 234, 238 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
Strand: Informational Text (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
EXPOSITORY TEXT	
7.IT-E.1. Identify the author’s purpose(s) in a text when it is not stated.	Resources for Differentiated Instruction Book 1: 320, 412
7.IT-E.2. Identify and use knowledge of common textual features.	RBook TE and rBook SE: 114, 160, 234-238
7.IT-E.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	RBook TE and rBook SE: 32C, 158C, 182C, 61, 69, 143, 160-169, 184-193, 240 Resources for Differentiated Instruction Book 1: 290, 291, 296, 299, 393, 396-398 Test Taking Strategies: 36, 39 Teaching Resources Paperbacks: 38, 105
DOCUMENT AND PROCEDURAL TEXT	
7.IT-DP.4. Respond appropriately to a set of instructions and complete a task.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 25, 42
7.IT-DP.5. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing or extraneous in document and procedural text.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 18, 43, 53, 168 Resources for Differentiated Instruction Book 1: 316
ARGUMENT AND PERSUASIVE TEXT	
7.IT-A.6. Describe the facts and evidence used to support an argument.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 81
7.IT-A.7. Identify ways to detect bias in persuasive text.	RBook TE and rBook SE: 129, 155
7.IT-A.8. Distinguish a stereotype from a generalization.	This objective falls outside the scope of Scholastic Read 180, Stage B.

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
Strand: Literary Text (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
CONNECTIONS	
7.LT-C.1. Relate the elements of a literary work to the elements of other literary works set in the same historical period.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 13, 40, 88, 163 Resources for Differentiated Instruction Book 1: 332
7.LT-C.2. Analyze the literary techniques used by authors of fiction, poetry, or drama from the same historical period.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 210-221
GENRE	
7.LT-G.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	RBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 330, 331, 338 Book 2: 14, 19, 24, 29, 34, 39, 134
THEME	
7.LT-T.4. Recognize multiple themes in a text and supply evidence from the selection.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 56E-56F, 59, 69, 71, 156 Resources for Differentiated Instruction Book 1: 312, 313, 337, 409 Teaching Resources Audiobooks: 22, 51

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
FICTION	
7.LT-F.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashback, parallel episodes) to determine whether and how conflicts are resolved.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 61, 69, 137
7.LT-F.6. Describe a character based on the thoughts, words and actions of the character, the narrator’s description, and what other characters say and do.	RBook TE and rBook SE: 59, 61, 65, 67, 69, 135, 137, 139, 141, 143 Resources for Differentiated Instruction Book 1: 306, 307, 403, 404 Teaching Resources Audiobooks: 16, 33 Paperbacks: 23, 30, 37, 49, 50, 75, 89, 103, 127, 129
7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
LITERARY NONFICTION	
7.LT-LNF.8. Identify and describe the logical connectives and transitional devices in several essays.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
POETRY	
7.LT-P.9. Analyze the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 70, 71, 144, 220 Resources for Differentiated Instruction Book 1: 338

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
DRAMA	
7.LT-D.10. Analyze the similarities and differences in the setting, characters and plot of a play and a film based on it.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
STYLE AND LANGUAGE	
7.LT-S.11. Identify and analyze how an author’s use of words creates tone and mood.	RBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 334
TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE	
7.LT-TN.12. Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
7.LT-TN.13. Identify the language styles of different characters in literary works.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
Strand: Research (Continue to address earlier standards as needed and as they apply to more difficult text.)	
7.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	
<ul style="list-style-type: none"> • Differentiate between primary and secondary source materials. 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: T114, 129, 155</p> <p>Resources for Differentiated Instruction Book 1: 323 Book 2: 141-142, 147</p>
<ul style="list-style-type: none"> • Integrate relevant information gathered. 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Understand plagiarism and the ethics of writing (know what it means to borrow ideas from authors). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147
<ul style="list-style-type: none"> Create documents using word-processing skills and publishing programs, and create simple databases and spreadsheets to manage information and create reports. 	The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 64-65 Paperbacks: 136, 137
<ul style="list-style-type: none"> Organize and present research using the standards in the Writing Strand. 	Resources for Differentiated Instruction Book 2: 144-150
<ul style="list-style-type: none"> Document information and quotations and use a consistent format for footnotes or endnotes. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147
<ul style="list-style-type: none"> Use standard bibliographic format to document sources (e.g., MLA, APA, CMS). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149, 150
IMAGINATIVE WRITING	
7.W-1.1. Write poems that use	
<ul style="list-style-type: none"> poetic techniques (alliteration, onomatopoeia, rhyme scheme), 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134, 136, 137
<ul style="list-style-type: none"> figurative language (simile, metaphor, personification), and 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134, 136, 137

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> graphic elements (capital letters, line length, word position). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134, 136, 137
EXPOSITORY WRITING	
7.W-E.2. Write summaries of passages that	
<ul style="list-style-type: none"> group related ideas and place them in logical order, 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 81, 82
<ul style="list-style-type: none"> contain main ideas and significant details of the passage, and 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 81, 82
<ul style="list-style-type: none"> reflect the underlying meaning of the source. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 83
7.W-E.3. Write content-based research reports that	
<ul style="list-style-type: none"> frame a key question about an issue or situation, 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139
<ul style="list-style-type: none"> group ideas and place them in logical order, 	Resources for Differentiated Instruction Book 2: 144-146
<ul style="list-style-type: none"> include details and explanations from more than one authoritative source, and 	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
<ul style="list-style-type: none"> use quotations, footnotes or endnotes, and a standard format for works cited (e.g., MLA, APA, CMS). 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
7.W-E.4. Write persuasive essays that	
<ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal, and 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 124-125, 174-175</p> <p>Resources for Differentiated Instruction Book 2: 104, 106-107, 109, 112-113</p>
<ul style="list-style-type: none"> • provide evidence in support of the proposition. 	<p>RBook TE and rBook SE: 123-125, 173-175, 243</p> <p>Resources for Differentiated Instruction Book 2: 109, 112, 113</p>
REVISION	
7.W-R.5. Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	<p>RBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199</p> <p>Resources for Differentiated Instruction Book 2: 29, 49, 54, 59, 74, 104, 119, 124, 134</p>
Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)	
7.M.1. Interpret and evaluate the various ways image makers (graphic artists, illustrators, news photographers) represent meaning.	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 41</p>
7.M.2. Create multimedia presentations using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation, graphics).	<p>The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 64, 65 Paperbacks: 136, 137</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 7

District of Columbia Standards Grade 7	Scholastic Read 180, Stage B ©2005
Strand: English Language Conventions (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
7.EL.1. Recognize the basic patterns of English sentences (e.g., noun-verb-noun, noun-verb-noun-noun, noun-linking verb-noun).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 26, 50, 245 Resources for Differentiated Instruction Book 2: 18, 154, 155, 158, 159
7.EL.2. Identify all parts of speech and types and structures of sentences.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 26, 50, 55B, 72, 83B, 157B, 195, 205B, 245 Resources for Differentiated Instruction Book 2: 18, 23, 38, 73, 154-155, 158, 159, 162-165, 186, 187, 192, 193, 208, 209, 210, 211 Book 3: 24, 38, 39
7.EL.3. Recognize the makeup and function of prepositional phrases.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
7.EL.4. Use properly placed modifiers and the active voice.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
7.EL.5. Identify and use simple, compound, and complex sentences.	Resources for Differentiated Instruction Book 2: 73, 158, 159, 208, 209
7.EL.6. Recognize appropriate use of pronoun reference.	Resources for Differentiated Instruction Book 2: 23, 38, 180-181, 184-185
7.EL.7. Spell derivatives by applying knowledge of bases and affixes.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 222-223

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
Strand: Language Development (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
DISCUSSION	
8.LD-D.1. Identify techniques to improve productivity of group discussions, including setting clear goals, understanding the purpose of the team project and the ground rules for decision making, and setting deadlines.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
QUESTIONING, LISTENING, AND CONTRIBUTING	
8.LD-Q.2. Explain different ways to read a poem aloud for different effects on the listener.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 144 Resources for Differentiated Instruction Book 3: 36
8.LD-Q.3. Paraphrase the speaker's purpose and point of view and ask relevant questions concerning a speaker's content, delivery, and purpose.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 74, 104, 107
8.LD-Q.4. Respond to persuasive messages with questions, challenges, or affirmations.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 74, 104, 107
ORAL PRESENTATION	
8.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare and assess the presentations listed in this section.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 224-226, 228-229

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards

Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
8.LD-O.6. Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104, 106, 107
8.LD-O.7. Distinguish and produce formal and informal language appropriate to the audience and purpose, including knowing how to use language for dramatic effect.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119, 122, 123
VOCABULARY AND CONCEPT DEVELOPMENT	
8.LD-V.8. Know the origins and meanings of common foreign words used in English.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 222, 223, 233A Resources for Differentiated Instruction Book 1: 266-269
8.LD-V.9. Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.	RBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238 Test Taking Strategies: 28-30
8.LD-V.10. Understand and explain “shades of meaning” for related words.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 250-251, 272-273, 274-275
8.LD-V.11. Determine meanings, pronunciations, syllabication, synonyms, antonyms, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, CD-ROMs, and the Internet.	RBook TE and rBook SE: 96, 170-171, 234, 238 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
Strand: Informational Text (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
EXPOSITORY TEXT	
8.IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 184-185, 186-189, 190-193 Resources for Differentiated Instruction Book 1: 298, 299, 397, 398 Test Taking Strategies: 36, 37, 38 Teaching Resources Audiobooks: 42
8.IT-E.2. Explain how an author uses word choice and organization of text to achieve his purposes.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 64, 136, 139, 219 Resources for Differentiated Instruction Book 1: 320, 412
8.IT-E.3. Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 320, 412
DOCUMENT AND PROCEDURAL TEXT	
8.IT-DP.4. Evaluate the adequacy of details and facts to achieve a specific purpose.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
ARGUMENT AND PERSUASIVE TEXT	
8.IT-A.5. Recognize organizational structures and arguments for and against an issue.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 122, 172 Resources for Differentiated Instruction Book 1: 378
8.IT-A.6. Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 81, 128 Resources for Differentiated Instruction Book 1: 321, 378
8.IT-A.7. Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with the author's stated position.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 88, 117, 163, 169 Resources for Differentiated Instruction Book 1: 332
Strand: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)	
CONNECTIONS	
8.LT-C.1. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	This objective falls outside the scope of Scholastic Read 180, Stage B.
GENRE	
8.LT-G.2. Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145, 210-219, 220-221 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 330, 331, 338 Book 2: 14, 19, 24, 29, 34, 39, 134

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
THEME	
8.LT-T.3. Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211, 220</p> <p>Resources for Differentiated Instruction Book 1: 332, 415</p>
FICTION	
8.LT-F.4. Determine how central characters' qualities influence the resolution of the conflict.	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 403, 404</p> <p>Teaching Resources Audiobooks: 16, 33 Paperbacks: 23, 30, 37, 75, 89, 103</p>
8.LT-F.5. Interpret a character's traits, emotions, motivations, and provide supporting evidence.	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 59, 61, 63, 65, 67, 69, 135, 137, 139, 141, 143</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 403, 404</p> <p>Teaching Resources Audiobooks: 16, 33 Paperbacks: 23, 30, 37, 49, 50, 75, 89, 103, 127, 129</p>
8.LT-F.6. Analyze the influence of setting (e.g., time of day, place, historical periods, situation) on the problem and resolution.	<p>The opportunity to address this objective is available. See the following: Teaching Resources Paperbacks: 25, 34, 39, 79, 97, 107</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
LITERARY NONFICTION	
8.LT-LNF.7. Analyze word choice (voice, tone, biblical or metaphoric language or imagery) in well-known speeches and political text.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
POETRY	
8.LT-P.8. Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 70, 144, 220 Resources for Differentiated Instruction Book 1: 338
DRAMA	
8.LT-D.9. Identify and analyze how two different playwrights achieve characterization through dialogue in their plays.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 387-388
STYLE AND LANGUAGE	
8.LT-S.10. Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.	RBook TE and rBook SE: 63, 67, 136, 144 Resources for Differentiated Instruction Book 1: 334, 338
TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE	
8.LT-TN.11. Identify conventions in epic tales (e.g., the quest, the hero's tasks, special weapons or clothing).	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
Strand: Research (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)	
8.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	
<ul style="list-style-type: none"> • Differentiate between paraphrasing and using direct quotes in a report. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147
<ul style="list-style-type: none"> • Integrate relevant information gathered. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147
<ul style="list-style-type: none"> • Understand the concept of plagiarism and how (or why) to avoid it; understand rules for paraphrasing, summarizing, and quoting, as well as conventions for incorporating information from Internet-based sources in particular. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147
<ul style="list-style-type: none"> • Compose documents with appropriate formatting using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). 	The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 64-65 Paperbacks: 136, 137
<ul style="list-style-type: none"> • Organize and present research using the standards in the Writing Strand. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144-150
<ul style="list-style-type: none"> • Document information and quotations and use of a consistent format for footnotes or endnotes. 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> Use standard bibliographic format to document sources (e.g., MLA, APA, CMS). 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149, 150</p>
Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)	
IMAGINATIVE WRITING	
8.W-I.1. Write stories or scripts that include	
<ul style="list-style-type: none"> well-developed characters and settings, 	<p>RBook TE and rBook SE: 226-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 43</p>
<ul style="list-style-type: none"> dialogue, 	<p>Resources for Differentiated Instruction Book 2: 24</p>
<ul style="list-style-type: none"> clear conflict and resolution, and 	<p>Resources for Differentiated Instruction Book 2: 14, 16, 17</p>
<ul style="list-style-type: none"> sufficient descriptive detail. 	<p>Resources for Differentiated Instruction Book 2: 19, 21, 29, 31</p>
EXPOSITORY WRITING	
8.W-E.2. Write coherent multi-paragraph compositions (including compare-and-contrast essays) that	
<ul style="list-style-type: none"> include a thesis statement, 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 24-25, 100-101, 124-125, 150-151, 174-175</p> <p>Resources for Differentiated Instruction Book 2: 74-75, 89, 92, 93, 94, 104, 106, 109, 112, 113, 146</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> • use logical organization, 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 24-25, 100-101, 124-125, 150-151, 174-175</p> <p>Resources for Differentiated Instruction Book 2: 54-57, 74-75, 89, 92, 93, 94, 104, 106, 109, 112, 113, 146</p>
<ul style="list-style-type: none"> • make effective use of detail and rhetorical devices, and 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 24-25, 100-101, 124-125, 150-151, 174-175</p> <p>Resources for Differentiated Instruction Book 2: 54-57, 74-77, 89, 91-93</p>
<ul style="list-style-type: none"> • include variety in sentence structure and transition sentences to link paragraphs. 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 54</p>
8.W-E.3. Write content-based research reports that	
<ul style="list-style-type: none"> • pose relevant questions and have a clear controlling idea; 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139</p>
<ul style="list-style-type: none"> • support main idea(s) with details, facts, and explanations from multiple authoritative sources and organize them effectively; 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140, 141, 143, 145, 146</p>
<ul style="list-style-type: none"> • organize and record information on charts, maps, and graphs as appropriate; and 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 140, 142, 145, 146</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
<ul style="list-style-type: none"> use quotations, footnotes or endnotes, and a standard format for works cited (e.g., MLA, APA, CMS). 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 142, 147</p>
8.W-E.4. Write and justify interpretations of literary or expository reading that	
<ul style="list-style-type: none"> organize the interpretation around several clear ideas, premises, or images and 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 75, 76, 77, 149, 150, 151</p>
<ul style="list-style-type: none"> develop and justify the interpretation through sustained use of examples and textual evidence. 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 75, 76, 77, 149, 150, 151</p>
8.W-E.5. Write persuasive (pro/con) essays that	
<ul style="list-style-type: none"> include a well-defined thesis that sets forth a clear and knowledgeable position, theory, or generalization; 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 123-125, 173-175</p> <p>Resources for Differentiated Instruction Book 2: 104, 106-107, 109, 112-113</p>
<ul style="list-style-type: none"> support arguments with well-articulated evidence, examples, and reasoning, differentiating between evidence and opinion; and 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 123-125, 173-175</p> <p>Resources for Differentiated Instruction Book 2: 104, 106-107, 109, 112-113</p>
<ul style="list-style-type: none"> arrange details, reasons, and examples effectively, anticipating and answering reader concerns and counterarguments. 	<p>The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 123-125, 173-175</p> <p>Resources for Differentiated Instruction Book 2: 74, 104, 106-107, 109, 112-113</p>

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
REVISION	
8.W-R.6. Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	RBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 221 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109
Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)	
8.M.1. Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 41
8.M.2. Create multimedia presentations and written reports on the same subject, and compare the differences in effects of each medium.	This objective falls outside the scope of Scholastic Read 180, Stage B.
Strand: English Language Conventions (Continue to address earlier standards as needed and as they apply to more difficult text.)	
8.EL.1. Use varied sentence types and sentence openings to reinforce ideas.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 26, 50, 245 Resources for Differentiated Instruction Book 2: 14, 18, 29, 69, 74, 84, 154, 155
8.EL.2. Distinguish phrases from clauses.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 158, 159, 200, 201, 212, 213
8.EL.3. Identify and use infinitives and participles and clear pronoun/antecedent reference, as well as properly placed modifiers.	This objective falls outside the scope of Scholastic Read 180, Stage B.

Scholastic Read 180, Stage B ©2005
correlated to
District of Columbia Reading/English Language Arts Standards
Grade 8

District of Columbia Standards Grade 8	Scholastic Read 180, Stage B ©2005
8.EL.4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> .
8.EL.5. Use colons in business letters, semicolons to punctuate independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	Resources for Differentiated Instruction Book 2: 121, 122, 158, 159, 200, 201, 208, 209
8.EL.6. Combine, reorder, and reduce sentences.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 77, 101 Resources for Differentiated Instruction Book 2: 73, 208-211, 212, 213
8.EL.7. Spell correctly, including commonly confused words (its/it's, affect/effect,) and irregular plurals (e.g., sheep).	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 120 Resources for Differentiated Instruction Book 1: 194, 242, 243