

 SCHOLASTIC



# **Enterprise Edition Stage B**

**Correlated to  
Hawaii Content and Performance  
Standards III for Language Arts  
Grades 6, 7, & 8**

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**correlated to**  
**Hawaii Content and Performance Standards III for Language Arts**  
**Grade 6**

<b>Hawaii Content and Performance Standards III for Language Arts Grade 6</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.6.1.1 Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts	rBook TE and rBook SE: 8-9, 32-33, 44-45, 56-57, 84-85, 108-109, 120-121, 132-133, 158-159, 167, 182-183, 206-207, 222-223  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 256-257, 258-259, 266-267, 268-269, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.6.1.2 Use grade-appropriate online and print sources to research a topic	Resources for Differentiated Instruction Book 1: 329 Book 2: 74, 141-143
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Understanding Text Structures</b>	
LA.6.2.1 Compare structures of texts and apply those that are most appropriate for a given purpose	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 108C-108D, 110-111, 112-115, 116-119, 158C-158D, 160-161, 162-165, 166-169, 182C-182D, 184-185, 186-189, 190-192  Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301 Book 2: 54-58, 69-73, 114-118

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<b>Topic: Constructing Meaning</b>	
LA.6.2.2 Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts	rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 108C-108D, 110-111, 112-115, 116-119, 158C-158D, 160-161, 162-165, 166-169, 182C-182D, 184-185, 186-189, 190-192  Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301  Teaching Resources Topic Software: 21, 24, 26, 37, 38, 42, 43, 48, 67
LA.6.2.3 Draw and support conclusions about information or ideas in a text	rBook TE and rBook SE: 86, 94, 219  Resources for Differentiated Instruction Book 1: 304-305  Teaching Resources Topic Software: 18, 26, 36, 37, 39, 42, 55, 57, 69
LA.6.2.4 Identify evidence used to support an argument	Resources for Differentiated Instruction Book 1: 323, 355-356, 414
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.6.3.1 Analyze plot, setting, characterization, or conflict to interpret theme in a literary text	rBook TE and rBook SE: 58-59, 69, 70, 71  Resources for Differentiated Instruction Book 1: 312-313
<b>Topic: Critical Stance</b>	
LA.6.3.2 Explain how an author's background is reflected in literature, including the use of language	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 210-219, 220-221, 230

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<b>Topic: Literary Elements</b>	
LA.6.3.3 Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)	rBook TE and rBook SE: 61, 63, 67, 69, 70-71, 136, 140, 141, 144-145, 216, 219, 220-221  Resources for Differentiated Instruction Book 1: 333, 334, 335, 336, 338
LA.6.3.4 Explain how personification and hyperbole enhance the meaning of the text	Resources for Differentiated Instruction Book 1: 338, 361
<b>Topic: Personal Connection</b>	
LA.6.3.5 Explain how the author’s description of setting and characters and his/ her development of plot connect to self	rBook TE and rBook SE: 60, 62, 66, 70, 136, 138, 142, 210, 212, 214, 216, 218, 220
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.6.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives that establish a point of view and experiment with a range of devices (i.e., dialogue, suspense, flashback)</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 46-51, 74-79, 224-229  Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> <li>• poems that experiment with poetic devices (figurative language, graphic elements) to convey a theme or impression</li> </ul>	Resources for Differentiated Instruction Book 2: 134-138

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<ul style="list-style-type: none"> <li>reports with a narrowed focus that allows for thorough treatment</li> </ul>	rBook TE and rBook SE: 22-27, 98-103  Resources for Differentiated Instruction Book 2: 74-78, 79-83, 89-93, 139-150
<ul style="list-style-type: none"> <li>business letters</li> </ul>	Resources for Differentiated Instruction Book 2: 119-123
<ul style="list-style-type: none"> <li>responses to literature</li> </ul>	rBook TE and rBook SE: 74-79, 148-153  Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> <li>functional pieces that complete a task or fulfill a civic responsibility</li> </ul>	rBook TE and rBook SE: 105  Resources for Differentiated Instruction Book 2: 114-118, 119-123, 124-128, 129-133
<ul style="list-style-type: none"> <li>pieces to reflect on learning and to solve problems</li> </ul>	rBook TE and rBook SE: 74-79, 122-127, 148-153  Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<b>Topic: Sentence Structure and Grammar</b>	
LA.6.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> <li>consistent verb tense across paragraphs</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 102, 126  Resources for Differentiated Instruction Book 2: 168-169, 170-171, 174-175
<ul style="list-style-type: none"> <li>comparative and superlative forms of adjectives</li> </ul>	rBook TE and rBook SE: 200  Resources for Differentiated Instruction Book 2: 188-189

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<ul style="list-style-type: none"> <li>• coordinating and subordinating conjunctions</li> </ul>	Resources for Differentiated Instruction Book 2: 208-209
<ul style="list-style-type: none"> <li>• prepositional phrases</li> </ul>	Resources for Differentiated Instruction Book 2: 212-213
<ul style="list-style-type: none"> <li>• compound sentence joined by semicolon rather than conjunction and comma</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>• subject-verb agreement with intervening phrase</li> </ul>	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
<b>Topic: Punctuation, Capitalization, and Spelling</b>	
<b>LA.6.4.3 Edit writing to correct punctuation:</b>	
<ul style="list-style-type: none"> <li>• commas in direct address</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 127  Resources for Differentiated Instruction Book 2: 200-201
<ul style="list-style-type: none"> <li>• colon after salutation</li> </ul>	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 119-123
<ul style="list-style-type: none"> <li>• hyphens in written numbers</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>• italics or underlining for emphasis</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .

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<ul style="list-style-type: none"> <li>• semicolons to join related independent clauses</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
LA.6.4.4 Use a variety of strategies and resources to spell grade-appropriate words	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229  Resources for Differentiated Instruction Book 1: 206, 209, 212, 215, 217, 222, 226 Book 2: 29, 39, 59, 64, 79, 99, 124
<b>Topic: Citing Sources</b>	
LA.6.4.5 Incorporate information from references by quoting, paraphrasing, and/or summarizing	Resources for Differentiated Instruction Book 2: 74-79, 139-150
LA.6.4.6 Describe the reasons for citing sources (e.g., giving credit to original source, providing information for readers to follow up on an idea)	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 74-79, 139-150
LA.6.4.7 Cite various grade-appropriate sources using a consistent format when reporting information	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 139-150
<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.6.5.1 Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis	rBook TE and rBook SE: 22-27, 98-103, 122-127, 148-153, 172-177, 196-201  Resources for Differentiated Instruction Book 2: 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113

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<b>Topic: Design</b>	
LA.6.5.2 Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning	rBook TE and rBook SE: 48-49, 226-227  Resources for Differentiated Instruction Book 2: 24-28, 54-58, 69-73, 114-118
<b>Topic: Clarity</b>	
LA.6.5.3 Select words and phrases to establish the desired tone	rBook TE and rBook SE: 23  Resources for Differentiated Instruction Book 2: 119, 123
LA.6.5.4 Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases, compound sentences) to improve clarity	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 154-155, 158-159, 188-189, 208-209, 212-213
<b>Topic: Voice</b>	
LA.6.5.5 Adjust voice to suit the audience and situation (e.g., informal note to a peer, business letter to organization, research report)	rBook TE and rBook SE: 23  Resources for Differentiated Instruction Book 2: 119, 123
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.6.6.1 Explain how appropriate participation affects the productivity of group activities	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
LA.6.6.2 Use language that facilitates open communication (e.g., phrasing comments in a positive way, using descriptive language to communicate a point)	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 3: 32, 34, 45, 61, 64

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LA.6.6.3 Give short prepared oral presentations to inform and persuade	Resources for Differentiated Instruction Book 2: 74 Book 3: 62, 70
<b>Topic: Critical Listening</b>	
LA.6.6.4 Use appropriate listening strategies (e.g., listening attentively, taking notes, asking questions) to learn from an oral presentation	Resources for Differentiated Instruction Book 2: 74
LA.6.6.5 Find out needed information by asking thoughtful questions	Resources for Differentiated Instruction Book 2: 74
<b>Topic: Delivery</b>	
LA.6.6.6 Adjust volume, pacing, pitch, tone, and voice to support the content of the message	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 14, 39, 74, 134
LA.6.6.7 Use emphasis and repetition to highlight important points	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
LA.6.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.6.6.9 Describe a variety of messages conveyed by visual media	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 8K-8L, 32K-32L, 56M-56N, 84K-84L, 108K-108L, 132M-132N, 158K-158L, 182K-182L, 206K-206L

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<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.6.7.1 Use relevant evidence and examples to support content	Resources for Differentiated Instruction Book 2: 74-78
<b>Topic: Clarity</b>	
LA.6.7.2 Use appropriate verbal and nonverbal language for various purposes and audiences	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 74

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<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.7.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading	rBook TE and rBook SE: 8-9, 32-33, 44-45, 56-57, 84-85, 108-109, 120-121, 132-133, 158-159, 167, 182-183, 206-207, 222-223  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 256-257, 258-259, 266-267, 268-269, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.7.1.2 Use a variety of grade-appropriate print and online sources to research an inquiry question	Resources for Differentiated Instruction Book 1: 329 Book 2: 74, 141-143
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Understanding Text Structures</b>	
LA.7.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 108C-108D, 110-111, 112-115, 116-119, 158C-158D, 160-161, 162-165, 166-169, 182C-182D, 184-185, 186-189, 190-192  Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301  Teaching Resources Topic Software: 21, 24, 26, 37, 38, 42, 43, 48, 67

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<b>Topic: Constructing Meaning</b>	
LA.7.2.2 Use annotation to identify questions and connections to prior knowledge while reading a variety of texts	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 10, 16, 34, 36, 40, 58, 60, 62, 64, 86, 88, 92, 110, 112, 136, 140, 162, 184, 186, 210
LA.7.2.3 Evaluate the adequacy and accuracy of an author’s evidence in support of his or her main points or argument	Resources for Differentiated Instruction Book 1: 323, 324
LA.7.2.4 Use paraphrasing and summarizing to explain a text	rBook TE and rBook SE: 84C-84D, 86-87, 88-91, 92-95  Resources for Differentiated Instruction Book 1: 294-295
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.7.3.1 Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction	rBook TE and rBook SE: 58-69, 134-143  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313
LA.7.3.2 Describe how a common theme is developed in two or more texts	rBook TE and rBook SE: 70-71  Resources for Differentiated Instruction Book 1: 337, 363, 366, 369
<b>Topic: Critical Stance</b>	
LA.7.3.3 Describe how historical or cultural influences help explain a text	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 210-219, 220-221

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<b>Topic: Literary Elements</b>	
LA.7.3.4 Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)	rBook TE and rBook SE: 61, 63, 67, 69, 70-71, 136, 140, 141, 144-145, 216, 219, 220-221  Resources for Differentiated Instruction Book 1: 333, 334, 335, 336, 337, 338
<b>Topic: Personal Connection</b>	
LA.7.3.5 Explain how the author’s style and use of language affect the reader	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 61, 63, 67, 69, 70-71, 136, 140, 141, 144-145, 216, 219, 220-221  Resources for Differentiated Instruction Book 1: 333, 334, 335, 336, 337, 338
LA.7.3.6 Use prior experience and knowledge to interpret and analyze texts	rBook TE and rBook SE: 60, 62, 64, 66, 136, 138, 140, 142, 144, 210, 212, 214, 216, 218
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.7.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives with clear conflict and satisfying resolution</li> </ul>	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 46-51, 74-79, 224-229  Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> <li>• poems that experiment with poetic forms (i.e., limerick, ballad, free verse)</li> </ul>	Resources for Differentiated Instruction Book 2: 134-138

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<ul style="list-style-type: none"> <li>reports that incorporate research in the form of quotations, paraphrases, and summaries</li> </ul>	Resources for Differentiated Instruction Book 2: 74-79, 139-150
<ul style="list-style-type: none"> <li>persuasive letters or statements</li> </ul>	rBook TE and rBook SE: 122-127, 148-153, 172-177  Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> <li>responses to literature</li> </ul>	rBook TE and rBook SE: 74-79, 148-153  Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> <li>functional pieces that complete a task or fulfill a civic responsibility</li> </ul>	rBook TE and rBook SE: 105  Resources for Differentiated Instruction Book 2: 114-118, 119-123, 124-128, 129-133
<ul style="list-style-type: none"> <li>pieces to reflect on learning and to solve problems</li> </ul>	rBook TE and rBook SE: 74-79, 122-127, 148-153  Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<b>Topic: Sentence Structure and Grammar</b>	
LA.7.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> <li>numbers represented using numerals or words, whichever is appropriate</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>comparative and superlative forms of adverbs</li> </ul>	Resources for Differentiated Instruction Book 2: 194-195
<ul style="list-style-type: none"> <li>compound-complex sentences</li> </ul>	Resources for Differentiated Instruction Book 2: 158-159, 208-209, 212-213

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<b>Topic: Punctuation, Capitalization, and Spelling</b>	
LA.7.4.3 Edit writing to correct punctuation:	
<ul style="list-style-type: none"> <li>• commas to set off non-restrictive relative clauses</li> </ul>	Resources for Differentiated Instruction Book 2: 158-159, 200-201
<ul style="list-style-type: none"> <li>• comma to set off interrupters</li> </ul>	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 200-201
LA.7.4.4 Use a variety of strategies and resources to spell grade-appropriate words	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229  Resources for Differentiated Instruction Book 1: 206, 209, 212, 215, 217, 222, 226 Book 2: 29, 39, 59, 64, 79, 99, 124
<b>Topic: Citing Sources</b>	
LA.7.4.5 Cite various grade-appropriate sources using a consistent format when reporting information	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 139-150
<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.7.5.1 Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way	rBook TE and rBook SE: 22-27, 98-103, 122-127, 148-153, 172-177, 196-201  Resources for Differentiated Instruction Book 2: 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113

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<b>Topic: Design</b>	
LA.7.5.2 Use an organizational structure that unites the parts of the piece of writing and gives it coherence and completeness	rBook TE and rBook SE: 48-49, 226-227  Resources for Differentiated Instruction Book 2: 24-28, 54-58, 69-73, 114-118
<b>Topic: Clarity</b>	
LA.7.5.3 Select words and phrases to establish consistency in word usage (e.g., formal, colloquial, technical) throughout the piece of writing	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 23  Resources for Differentiated Instruction Book 2: 119, 123
LA.7.5.4 Vary sentence structures and grammatical forms (e.g., forms of adverbs, prepositional phrases, compound, and compound-complex sentences) to improve clarity	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 154-155, 158-159, 188-189, 208-209, 212-213
<b>Topic: Voice</b>	
LA.7.5.5 Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 7</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.7.6.1 Adjust one’s role in a small group, as necessary, in order to carry out an assignment or to complete a project	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 15, 39, 65, 69, 91, 119, 139, 141, 145, 169, 187, 191, 217, 219  Resources for Differentiated Instruction Book 3: 62, 70
LA.7.6.2 Give short prepared oral presentations incorporating information from research to inform and persuade	Resources for Differentiated Instruction Book 2: 74
<b>Topic: Critical Listening</b>	
LA.7.6.3 Check comprehension before responding to a message by using various listening strategies (e.g., noting nonverbal cues, clarifying message by summarizing aloud)	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Delivery</b>	
LA.7.6.4 Use nonverbal language to communicate specific content of verbal messages (e.g., size of fish caught, swiftness of bird in flight, height of tall friend)	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
LA.7.6.5 Adjust volume, pacing, pitch, tone, and voice to the audience and situation	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 14, 39, 74, 134

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 7</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
LA.7.6.6 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.7.6.7 Evaluate informational media using a variety of criteria (e.g., publication date, relevance, accessibility)	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 323, 329, 332, 414, 415
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.7.7.1 Integrate facts, information, and ideas from research with own experience to support main ideas when speaking	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Design</b>	
LA.7.7.2 Organize information to create a succinct message	Resources for Differentiated Instruction Book 2: 74-78
<b>Topic: Clarity</b>	
LA.7.7.3 Use precise vocabulary suited to topic and audience	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 14-18, 39-43, 74-78

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**Grade 8**

<b>Hawaii Content and Performance Standards III for Language Arts Grade 8</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Strand: Reading</b>	
<b>Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</b>	
<b>Topic: Vocabulary and Concept Development</b>	
LA.8.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	rBook TE and rBook SE: 8-9, 32-33, 44-45, 56-57, 84-85, 108-109, 120-121, 132-133, 158-159, 167, 182-183, 206-207, 222-223  Resources for Differentiated Instruction Book 1: 236-237, 238-239, 256-257, 258-259, 266-267, 268-269, 276  Teaching Resources Topic Software: 12-13
<b>Topic: Locating Sources/Gathering Information</b>	
LA.8.1.2 Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 323, 329 Book 2: 74, 141-143
<b>Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts</b>	
<b>Topic: Understanding Text Structures</b>	
LA.8.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	rBook TE and rBook SE: 32C-32D, 34-35, 36-39, 40-43, 108C-108D, 110-111, 112-115, 116-119, 158C-158D, 160-161, 162-165, 166-169, 182C-182D, 184-185, 186-189, 190-192  Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301  Teaching Resources Topic Software: 21, 24, 26, 37, 38, 42, 43, 48, 67

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<b>Topic: Constructing Meaning</b>	
LA.8.2.2 Use annotation methods to identify main ideas and important details while reading	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19  Resources for Differentiated Instruction Book 1: 292-293  Teaching Resources Topic Software: 19, 21, 25, 36, 38, 44, 48, 49, 50, 51, 62, 66
LA.8.2.3 Draw conclusions about the reliability of information in a text after considering author’s credentials	Resources for Differentiated Instruction Book 1: 323, 324
LA.8.2.4 Make inferences based on explicit and implied information	rBook TE and rBook SE: 16, 34, 62, 90, 169, 190, 206C-206D, 208-209, 210-219  Resources for Differentiated Instruction Book 1: 302-303  Teaching Resources Topic Software: 25, 27, 31, 39, 54, 56, 60, 61, 66
<b>Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical</b>	
<b>Topic: Interpretive Stance</b>	
LA.8.3.1 Explain similarities and differences between themes from two or more texts	rBook TE and rBook SE: 70-71  Resources for Differentiated Instruction Book 1: 337, 363, 366, 369

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 8</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Topic: Critical Stance</b>	
LA.8.3.2 Analyze a text to draw inferences about history, culture, or gender	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 210-219, 220-221
LA.8.3.3 Recognize the similarities and differences between the styles of two or more writers	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 70-71  Resources for Differentiated Instruction Book 1: 332, 389, 390, 415
<b>Topic: Literary Elements</b>	
LA.8.3.4 Explain literary devices (e.g., satire, allusion, irony)	rBook TE and rBook SE: 61, 63, 67, 69, 70-71, 136, 140, 141, 144-145, 216, 219, 220-221  Resources for Differentiated Instruction Book 1: 333, 334, 335, 336, 337, 338
<b>Topic: Personal Connection</b>	
LA.8.3.5 Explain an opinion about an author's ideas or message by analyzing conventions of fiction (e.g., plot, character, imagery, motifs, tone, subplots, stock characters)	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 58-69, 70-71, 134-143, 144-145  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 334
LA.8.3.6 Explain how previous experience can influence one's reading of a text and one's opinion of that text	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 60, 62, 64, 66, 136, 138, 140, 142, 144, 210, 212, 214, 216, 218

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 8</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Strand: Writing</b>	
<b>Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</b>	
<b>Topic: Range of Writing</b>	
LA.8.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> <li>• narratives that reveal the significance of the subject or situation</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook TE and rBook SE: 46-51, 74-79, 224-229</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> <li>• poems that use a range of poetic devices and forms</li> </ul>	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> <li>• reports that incorporate research and distinguish the relative value of research sources</li> </ul>	Resources for Differentiated Instruction Book 2: 74-79, 139-150
<ul style="list-style-type: none"> <li>• persuasive statements that anticipate and address reader’s questions</li> </ul>	<p>rBook TE and rBook SE: 122-127, 148-153, 172-177</p> <p>Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113</p>
<ul style="list-style-type: none"> <li>• responses to literature</li> </ul>	<p>rBook TE and rBook SE: 74-79, 148-153</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> <li>• functional pieces that complete a task or fulfill a civic responsibility</li> </ul>	<p>rBook TE and rBook SE: 105</p> <p>Resources for Differentiated Instruction Book 2: 114-118, 119-123, 124-128, 129-133</p>

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<ul style="list-style-type: none"> <li>pieces to reflect on learning and to solve problems</li> </ul>	rBook TE and rBook SE: 74-79, 122-127, 148-153  Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<b>Topic: Sentence Structure and Grammar</b>	
LA.8.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> <li>present perfect, past perfect, and future perfect tenses</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>subject-verb agreement with compound subjects</li> </ul>	rBook TE and rBook SE: 152  Resources for Differentiated Instruction Book 2: 178-179
<b>Topic: Punctuation, Capitalization, and Spelling</b>	
LA.8.4.3 Edit writing to correct punctuation:	
<ul style="list-style-type: none"> <li>dash to interrupt thought</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>brackets to enclose information</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<ul style="list-style-type: none"> <li>semicolon to separate items in a series that contain internal commas</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
LA.8.4.4 Use a variety of strategies and resources to spell grade-appropriate words	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229  Resources for Differentiated Instruction Book 1: 206, 209, 212, 215, 217, 222, 226 Book 2: 29, 39, 59, 64, 79, 99, 124

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<b>Topic: Citing Sources</b>	
LA.8.4.5 Cite various grade-appropriate sources using a consistent format when reporting information	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 139-150
<b>Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose</b>	
<b>Topic: Meaning</b>	
LA.8.5.1 Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background	rBook TE and rBook SE: 22-27, 98-103, 122-127, 148-153, 172-177, 196-201  Resources for Differentiated Instruction Book 2: 19-23, 34-38, 44-48, 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-108, 109-113
<b>Topic: Design</b>	
LA.8.5.2 Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence.	rBook TE and rBook SE: 48-49, 226-227  Resources for Differentiated Instruction Book 2: 24-28, 54-58, 69-73, 114-118
<b>Topic: Clarity</b>	
LA.8.5.3 Use action verbs, less obvious modifiers, and active rather than passive voice	Resources for Differentiated Instruction Book 2: 59, 63, 104, 108, 166-167
LA.8.5.4 Vary sentence types (e.g., simple, compound, compound-complex) and word order within a sentence to improve clarity	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 154-155, 158-159, 160-161, 208-209, 212-213
<b>Topic: Voice</b>	
LA.8.5.5 Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .

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<b>Hawaii Content and Performance Standards III for Language Arts Grade 8</b>	<b>Scholastic <i>READ 180, Stage B</i> ©2005</b>
<b>Strand: Oral Communication</b>	
<b>Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes</b>	
<b>Topic: Discussion and Presentation</b>	
LA.8.6.1 Monitor the roles in a small group and adjust communication as needed to make the group effort more productive	The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 15, 39, 65, 69, 91, 119, 139, 141, 145, 169, 187, 191, 217, 219  Resources for Differentiated Instruction Book 3: 62, 70
LA.8.6.2 Give oral presentations to inform, persuade, and/or entertain	Resources for Differentiated Instruction Book 2: 14, 39, 74, 134 Book 3: 62, 70
LA.8.6.3 Conduct interviews using effective questioning, listening, and notetaking skills	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 3: 32
<b>Topic: Critical Listening</b>	
LA.8.6.4 Use appropriate attentive, responsive, and reflective listening behaviors according to situation	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 164-165, 168-169, 176-177 Book 2: 74 Book 3: 25, 29, 35, 37, 38, 40, 41, 42, 54, 56, 65, 68

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<b>Topic: Delivery</b>	
LA.8.6.5 Use nonverbal language to engage an audience (e.g., moving focus of eye contact, extending a hand) and emphasize content (e.g., using hand to focus attention on particular object, nodding in response to show of hands)	Resources for Differentiated Instruction Book 2: 74
LA.8.6.6 Vary volume, pacing, pitch, and tone to create a distinct voice, to engage audience, and to relate the speaker’s feelings	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 2: 14, 39, 74, 134
LA.8.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Media Comprehension and Interpretation</b>	
LA.8.6.8 Describe how techniques used in visual media influence audiences	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation</b>	
<b>Topic: Meaning</b>	
LA.8.7.1 Select most appropriate information from research, own experience, and knowledge of audience to support ideas when speaking	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .
<b>Topic: Design</b>	
LA.8.7.2 Use an organizational pattern that creates a clear message and guides the listener	Resources for Differentiated Instruction Book 2: 74-78
<b>Topic: Clarity</b>	
LA.8.7.3 Use words that convey a viewpoint and fit audience and purpose	This objective falls outside the scope of Scholastic <i>READ 180, Stage B</i> .