

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
<b>Reading (1.2)</b>	
<b>Arts and Humanities (2.24, 2.25)</b>	
<b>Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses. Students will</b>	
<ul style="list-style-type: none"> <li>identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</li> </ul>	<p><b><u>Student Materials</u></b> (Main idea)  <b>Software:</b> 1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel's Story:</i> 4  <i>Flight #116 Is Down!:</i> 187</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 6, 42, 79  <b>Teacher's Guide:</b>  <b>Software:</b> 71, 83, 97  <b>Paperbacks:</b> 175, 179, 191  <b>Teacher's Resource Book:</b> 150</p> <p><b><u>Student Materials</u></b> (Activate prior knowledge)  <b>Software:</b> Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p><b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p><b>Reading Strategies Book, Volume 2:</b> 6, 18, 24, 36, 42, 51, 57-58, 66, 69, 78-79, 82-83, 86-87, 102-103, 114-115, 122-123</p> <p><b>Teacher's Guide:</b> The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
<ul style="list-style-type: none"> <li>understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b><u>Teacher Materials</u></b> (fiction)  <b>Reading Strategies Book, Volume 1:</b> 32, 35, 38, 47, 65, 68, 71, 74, 81-82, 93-94, 97-98, 105-106, 109-110, 113-114, 117-118, 121-122  <b>Reading Strategies Book, Volume 2:</b> 6, 18, 24, 36, 42, 51, 57-58, 66, 69, 78-79, 82-83, 86-87, 102-103, 114-115, 122-123</p> <p><b><u>Teacher Materials</u></b> (plays)  <b>Reading Strategies Book, Volume 1:</b> 93-94</p> <p><b><u>Teacher Materials</u></b> (write essay)  <b>Teacher's Guide:</b> 65, 151  <b>Teacher's Resource Book:</b> 190, 222, 237, 241</p>
<ul style="list-style-type: none"> <li>respond to transactive reading materials (informational, practical/workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.</li> </ul>	<p><b><u>Student Materials</u></b> (Reader response)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 Is Down!</i></p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
	<p><i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><b>Teacher Materials</b> <b>Teacher’s Guide:</b> The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher’s Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher Materials</b> (Summarize) <b>Teacher’s Guide:</b> 85, 187, 195, 219, 237 <b>Teacher’s Resource Book:</b> 151, 164, 173, 184, 185, 247</p> <p><b>Student Materials</b> (Detail) <b>Software:</b> 1.2, L1–4; 1.4, L1–4; 2.2, L1–4; 2.4, L1–4; 3.2, L1–2; 3.3, L3–4; 3.4, L1–4; 4.2, L1–4; 4.3, L1–4; 5.1, L3; 5.2, L1–2, L4; 5.3, L1; 5.4, L2–4; 6.2, L1–4; 6.4, L1–4; 7.2, L1–4; 7.3, L3–4; 7.4, L1–2; 8.2, L1–4; 8.3, L3; 8.4, L1–2, L4; 9.2, L1–4; 9.4, L1–4</p> <p><b>Audiobooks (Reading Coach Modeling)</b> <i>Across the Wide and Lonesome Prairie:</i> 48 and 102 <i>Flight #116 Is Down!:</i> 14, 48, 59, 77, 96, and end of Ch. 8 <i>The Mighty:</i> 19 and end of Ch. 12 <i>Quake!:</i> 13, 27, 32, 91, 101, and end of Ch. 7 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 1, 15 <i>Somewhere in the Darkness:</i> 93 and 162 <i>The Star Fisher:</i> 7, 48, and end of Ch. 3 <i>The Stowaway:</i> 10, end of Ch. 3, 21, 23, end of Chs. 6, 7, and 12, 52, 60, and end of Chs. 16 and 22 <i>You Be the Jury:</i> 10, 19, 21, 26, 52, and 60</p> <p><b>Teacher Materials:</b> <b>Reading Strategies Book, Volume 1:</b> 15, 51, 91 <b>Teacher’s Guide:</b> <b>Software:</b> 57, 77, 111, 121, 127 <b>Audiobooks:</b> 167 <b>Paperbacks:</b> 189, 231, 233, 241 <b>Teacher’s Resource Book:</b> 153</p>
<ul style="list-style-type: none"> <li>interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks.</li> </ul>	<p><b>Student Materials</b> <b>Audiobooks:</b> <i>Daniel’s Story:</i> 43 <i>Local News:</i> 90 <i>The Mighty:</i> end of Ch. 11 <i>Somewhere in the Darkness:</i> 19 <i>The Stowaway:</i> 109 <i>You Be The Jury:</i> 3</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book, Volume 2:</b> 25, 28, 31, 61, 64, 67, 104, 108, 112</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
<ul style="list-style-type: none"> <li>identify and apply logical sequence in reading materials to complete tasks or procedures.</li> </ul>	<p><b>Student Materials</b>  <b>Software:</b>            1.2, L2-4; 1.4, L1-4; 2.1, L1-4; 2.4, L1-4; 3.2, L2-4; 3.3, L1-4; 3.4, L1; 4.3, L1-4; 4.4, L1-4; 5.1, L1-4; 5.3, L2, L4; 5.4, L1, L3; 6.2, L1-4; 6.3, L2-4; 6.4, L1; 7.1, L4; 7.2, L1-3; 7.3, L3-4; 7.4, L1-2; 8.3, L1-4; 8.4, L1-4; 9.1, L1-4; 9.4, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie:</i> 68  <i>Daniel's Story:</i> 19, 24, and 59  <i>Flight #116 Is Down!:</i> 8, end of Ch. 2, 47, 48, 106, and 155  <i>Local News:</i> 82  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 3  <i>Somewhere in the Darkness:</i> 19  <i>The Stowaway:</i> 20  <i>You Be The Jury:</i> 6, 11, 19, and 26</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1:</b> 12, 48, 87  <b>Reading Strategies Book, Volume 2:</b> 24, 30, 54, 60, 102-103, 106-107, 110-111  <b>Teacher's Guide:</b>  <b>Software:</b> 67, 75, 77, 91, 105, 115  <b>Paperbacks:</b> 197, 243  <b>Teacher's Resource Book:</b> 150</p>
<ul style="list-style-type: none"> <li>employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks.</li> </ul>	<p><b>Student Materials</b> (Adjust reading rate)  <b>Software:</b> The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p><b>Paperbacks:</b> The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p><b>Teacher Materials</b> (Write interview questions)  <b>Reading Strategies Book, Volume 2:</b>            37, 40, 73, 76, 120, 124  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b>Student Materials</b>  <b>Audiobooks:</b> The students select the audiobooks of their choice.</p> <p><b>Paperbacks:</b> Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice.</p>
<ul style="list-style-type: none"> <li>use vocabulary and comprehension strategies, as well as technology, to understand text.</li> </ul>	<p><b>Student Materials</b> (Understand Vocabulary)  <b>Software:</b> Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><b>Audiobooks:</b> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p><b>Student Materials</b> (Using resources)  <b>Audiobooks:</b>  <i>The Mighty:</i> 98  <i>The Stowaway:</i> 3 and end of Ch. 20</p>

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	<p><b><u>Student Materials</u></b> (Context clues)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>: 8, 38, 105, 111, and 130  <i>Daniel's Story</i>: 5, 12, 43, 67, 83, 89, and 107  <i>Flight #116 Is Down!</i>: 3, 8, 77, and 177  <i>The Mighty</i>: end of Chs. 4, 6, 11, 15, and 23–24  <i>P. S. Longer Letter Later</i>: 69, 98, 104, and 176  <i>Quake!</i>: end of Ch. 3, and 52  <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Chs. 1, 2, 6, and 7, and 79  <i>Somewhere in the Darkness</i>: 7, 13, 19, 116, 132, and 140  <i>The Star Fisher</i>: end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14  <i>The Stowaway</i>: 3, 7, 57, and 67  <i>You Be The Jury</i>: 3, 4, 15, and 49</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1</b>: 16, 52, 76, 80, 96, 104  <b>Reading Strategies Book, Volume 2</b>: 13, 19, 28, 31, 38, 43, 44, 64, 71, 89, 93, 97, 109, 117, 120</p>
<b>Writing (1.11)</b>	
<b>Arts and Humanities (2.22)</b>	
<p><b>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces. Students will</b></p>	
<ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> </ul>	<p><b><u>Teacher Materials</u></b> (Diary entry)  <b>Teacher's Guide</b>: 97, 159, 161, 165, 179, 183, 193, 243, 247</p> <p><b>Teacher's Resource Book</b>: 211, 213, 224</p> <p><b><u>Student Materials</u></b> (Reader response)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  <i>P.S. Longer Letter Later</i>  <i>Quake!</i>  <i>Snowbound</i>  <i>Somewhere in the Darkness</i>  <i>The Star Fisher</i>  <i>The Stowaway</i>  <i>You Be the Jury</i></p> <p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide</b>: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher's Resource Book</b>: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b><u>Teacher Materials</u></b> (Summarize)  <b>Teacher's Guide</b>: 85, 187, 195, 219, 237</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
	<p><b>Teacher’s Resource Book:</b> 151, 164, 173, 184, 185, 247</p> <p><b>Writing and Grammar Strategies:</b> 20, 35, 40, 50, 65, 75, 73, 76, 80, 81, 90, 100, 105, 116, 121</p>
<ul style="list-style-type: none"> <li>use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (respond to ideas and issues)  <b>Teacher’s Guide:</b> 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p><b>Teacher’s Resource Book:</b> 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p><b>Teacher Materials</b> (essay)  <b>Teacher’s Guide:</b> 65, 151  <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (Report, article)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (argument)  <b>Teacher’s Guide:</b> 223, 235, 251  <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p> <p><b>Writing and Grammar Strategies:</b> 88, 90, 95, 98, 121, 123, 126</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experience, reading, listening, observing, and/or inquiry (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (essay)  <b>Teacher’s Guide:</b> 65, 151  <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (Report, article)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (argument)  <b>Teacher’s Guide:</b> 223, 235, 251  <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p> <p><b>Writing and Grammar Strategies:</b> 8, 60, 85, 88, 90, 93, 95, 98, 118, 121, 123, 126, 149</p>
<ul style="list-style-type: none"> <li>write literary pieces which draw on an understanding of ideas and techniques from a variety of literary genres (additional supporting Academic Expectation 5.2).</li> </ul>	<p><b>Teacher Materials</b> (respond to ideas and issues)  <b>Teacher’s Guide:</b> 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p><b>Teacher’s Resource Book:</b> 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p><b>Writing and Grammar Strategies:</b> 8, 31, 36, 41, 53, 56, 61, 73, 81, 93, 98, 101, 112, 117, 122</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
<ul style="list-style-type: none"> <li>analyze their own and others' writings for characteristics of effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Materials</b>  <b>Software:</b> 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4  <b>Writing and Grammar Strategies:</b> 7, 8, 12, 23, 48, 53, 57, 62, 78, 82, 92, 97, 113, 118, 138–147</p>
<b>Speaking/ Listening/ Observing (1.3, 1.4, 1.12)</b>	
<b>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Students will</b>	
<ul style="list-style-type: none"> <li>interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.</li> </ul>	<p><b>Teacher Materials</b> (speech)  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205</p> <p><b>Teacher Materials</b> (Interview)  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<ul style="list-style-type: none"> <li>convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, volume, rate, and tone).</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<ul style="list-style-type: none"> <li>apply organizational skills to prepare and deliver oral messages with and without technology (additional supporting Academic Expectation 5.3).</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Teacher Materials</b> (speech)  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205</p> <p><b>Teacher Materials</b> (Interview)  <b>Reading Strategies Guide, Volume 2:</b> 34, 70, 116  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<b>Inquiry (1.1)</b>	
<b>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes. Students will</b>	
<ul style="list-style-type: none"> <li>develop questions to obtain ideas and information for authentic tasks (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>identify different types of resources to accomplish a variety of tasks.</li> </ul>	<p><b>Teacher Materials</b> (drawings, posters, etc.)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239  <b>Teacher's Resource Book:</b> 179, 187, 248</p> <p><b>Teacher Materials</b> (headlines, etc.)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher's Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236,</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage B Grade 6
	<p>237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><u>Teacher Materials</u> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><u>Teacher Materials</u> (Report)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>explore and use research tools to gather information and ideas for authentic tasks.</li> </ul>	<p><u>Teacher Materials</u> (drawings, posters, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239  <b>Teacher’s Resource Book:</b> 179, 187, 248</p> <p><u>Teacher Materials</u> (headlines, etc.)  <b>Teacher’s Guide:</b>            53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><u>Teacher Materials</u> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><u>Teacher Materials</u> (Report)  <b>Reading Strategies Book, Volume 2:</b> 28, 34, 37, 40, 64, 70, 73, 76, 108, 116, 120, 124  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<b>Technology as Communication (1.16)</b>	
<b>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes. Students will</b>	
<ul style="list-style-type: none"> <li>use technology to access ideas and information for authentic tasks.</li> </ul>	<p><u>Teacher Materials</u> (headlines, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><u>Teacher Materials</u> (Report)  <b>Reading Strategies Book, Volume 2:</b> 28, 31, 34, 64, 67, 70, 108, 112, 116  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>explore technology as a means of communication.</li> </ul>	<p><u>Teacher Materials</u>  <b>Teacher’s Guide:</b> 71, 91, 101, 115, 181, 235, 241  <b>Teacher’s Resource Book:</b> 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180</i> – Stage B Grade 7
Reading (1.2)	
Arts and Humanities (2.24, 2.25)	
Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses. Students will	
<ul style="list-style-type: none"> <li>identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.</li> </ul>	<p><b>Student Materials</b> (Main idea) <b>Software:</b> 1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b> <i>Daniel's Story</i>: 4 <i>Flight #116 Is Down!</i>: 187</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book, Volume 1</b>: 6, 42, 79 <b>Teacher's Guide:</b> <b>Software</b>: 71, 83, 97 <b>Paperbacks</b>: 175, 179, 191 <b>Teacher's Resource Book</b>: 150</p> <p><b>Student Materials</b> (Activate prior knowledge) <b>Software</b>: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p><b>Audiobooks</b>: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book, Volume 1</b>: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123 <b>Reading Strategies Book, Volume 2</b>: 6, 18, 24, 36, 42, 51, 57-58, 66, 69, 78-79, 82-83, 86-87, 102-103, 114-115, 122-123 <b>Teacher's Guide</b>: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
<ul style="list-style-type: none"> <li>respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b>Student Materials</b> (analyze character) <b>Audiobooks (Reading Coach Modeling)</b> <i>Across the Wide and Lonesome Prairie</i>: 6, 23, 28, 34, 60, 68, 92, 103, 117, and 119 <i>Daniel's Story</i>: 23, 73, 98, and 107 <i>Flight #116 Is Down!</i>: 8, 19, 87, 99, 105, and 139 <i>Local News</i>: 83 and 90 <i>The Mighty</i>: end of Chs. 3, 13, 20, 22-23, and 25 <i>P. S. Longer Letter Later</i>: 83, 86, 110, 116, 161, 189, 197, 214, 234 <i>Quake!</i>: 62 and 119 <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Ch. 3, 38 <i>Somewhere in the Darkness</i>: 10, 99, 103, 165 <i>The Star Fisher</i>: 56, 81, 85, and 143 <i>The Stowaway</i>: end of Chs. 8, 9, 13, 17, 22, 24, and 30</p> <p><b>Teacher Materials</b> <b>Reading Strategies Book, Volume 1</b>: 33, 69, 115</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

Program of Studies	<i>READ 180</i> – Stage B Grade 7
	<p><b>Teacher's Guide:</b>  <b>Audiobooks:</b> 149  <b>Paperbacks:</b> 193, 199, 203, 207, 219, 223, 245  <b>Teacher's Resource Book:</b> 159</p> <p><b><u>Student Materials</u></b> (analyze plot)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel's Story:</i> 81, 98, and 107  <i>Flight #116 Is Down!:</i> 14 and 183  <i>Local News:</i> 13, 73, 82, and 83  <i>The Mighty:</i> end of Ch. 19  <i>P. S. Longer Letter Later:</i> 67 and 143  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3, 5  <i>The Star Fisher:</i> 56 and 85  <i>The Stowaway:</i> 12, 20, 39, 67, and end of Ch. 23</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 36, 72, 119  <b>Teacher's Guide:</b>  <b>Audiobooks:</b> 151, 165  <b>Paperbacks:</b> 177, 221, 237  <b>Teacher's Resource Book:</b> 160</p> <p><b><u>Student Materials</u></b> (analyze setting)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie:</i> 6, 28, 34, 111, and 137  <i>Daniel's Story:</i> 45 and 83  <i>Flight #116 Is Down!:</i> 8, 48, 72, and 120  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 8  <i>The Star Fisher:</i> 31 and end of book  <i>The Stowaway:</i> end of Chs. 10, 12, and 13</p> <p><b><u>Teacher Material</u></b>  <b>Reading Strategies Book, Volume 1:</b> 39, 75, 123  <b>Teacher's Guide:</b>  <b>Audiobooks:</b> 159  <b>Paperbacks:</b> 215, 217, 247  <b>Teacher's Resource Book:</b> 161</p> <p><b><u>Teacher Materials</u></b> (Figurative language)  <b>Reading Strategies Book, Volume 1:</b> 19, 34, 64, 88, 112, 124  <b>Writing and Grammar Strategies:</b> 73, 76</p>
<ul style="list-style-type: none"> <li>respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  <i>P.S. Longer Letter Later</i>  <i>Quake!</i>  <i>Snowbound</i>  <i>Somewhere in the Darkness</i>  <i>The Star Fisher</i>  <i>The Stowaway</i>  <i>You Be the Jury</i></p> <p><b><u>Student Materials</u></b> (Predicting)  <b>Audiobooks:</b>  <i>Daniel's Story:</i> 5, 9, 15, 31, and 68</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

Program of Studies	<b>READ 180 – Stage B Grade 7</b>
	<p><i>Flight #116 Is Down!</i>: 31, 47, and 177  <i>Local News</i>: 86  <i>The Mighty</i>: end of Chs. 6, 11, and 24  <i>P. S. Longer Letter Later</i>: 83  <i>Quake!</i>: 13 and 132  <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Chs. 4, 6  <i>Somewhere in the Darkness</i>: 21, 29, 45, 69, 108, and 140  <i>The Star Fisher</i>: end of Chs. 5 and 7, 114, and end of Ch. 13  <i>The Stowaway</i>: 20, end of Chs. 9 and 10, 54, 57, and end of Chs. 17, 19, 21, 25, and 27  <i>You Be the Jury</i>: 11, 19, 27, 53, and 61</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 2</b>: 10, 46, 84</p>
	<p><b>Student Materials</b> (Draw conclusions)  <b>Software</b>:            1.2, L1-2, L4; 1.3, L1-4; 1.4, L3; 2.1, L1-4; 2.3, L1-3; 2.4, L4; 3.1, L1-2; 3.2, L1, L2-3; 3.3, L2-4; 4.1, L3-4; 4.2, L1-4; 4.4, L1-2; 5.1, L1; 5.2, L2-4; 5.3, L2; 5.4, L1, L3-4; 6.1, L4; 6.2, L1-2; 6.3, L3-4; 6.4, L1-4; 7.1, L1-3; 7.3, L2-4; 7.4, L1, L4; 8.1, L4; 8.2, L2; 8.3, L3-4; 8.4, L1-4; 9.3, L1-4; 9.4, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie</i>: 28, 30, 68, 76, 107, 119, 137  <i>Daniel's Story</i>: 3, 10, 12, 32, 75, 98, and end of Ch. 15  <i>Flight #116 Is Down!</i>: 132  <i>Local News</i>: 73  <i>The Mighty</i>: end of Chs. 2, 6, 9, 10, and 16  <i>P. S. Longer Letter Later</i>: 75, 83, 143, and 204  <i>Quake!</i>: 27, 91, end of Chs. 9 and 10, and end of book  <i>Snowbound: The Tragic Story of the Donner Party</i>: 25, 62, and end of book  <i>Somewhere in the Darkness</i>: 19, 22, 39, 42, 46, 78, 93, 94, 99, 103, 108, 112, 116, 140, 154, 156, 161, and 168  <i>The Star Fisher</i>: end of Ch. 2, 42, 102, and end of Ch. 12  <i>You Be the Jury</i>: 11, 19, 27, 53, and 61</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 18, 54, 95  <b>Teacher's Guide</b>:  <b>Software</b>: 61, 81  <b>Audiobooks</b>: 155  <b>Paperbacks</b>: 211, 229  <b>Teacher's Resource Book</b>: 154</p> <p><b>Student Materials</b> (Summarize)  <b>Software</b>: 1.1, L1-4; 1.2, L1-2; 1.3, L1, L3-4; 2.2, L1-4; 2.3, L4; 2.4, L1-3; 3.1, L2-4; 3.2, L1; 3.3, L2; 3.4, L1, L3-4; 4.1, L1-4; 4.3, L1-4; 5.1, L2-3; 5.2, L1-2, L4; 5.3, L1, L3; 5.4, L1, L4; 6.2, L1-4; 6.3, L1-2; 6.4, L3; 7.1, L1-4; 7.2, L4; 7.3, L1-2; 7.4, L3; 8.1, L1-4; 8.2, L2-3; 8.3, L4; 8.4, L1-2; 9.2, L1-4; 9.4, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie</i>: 14, 18, 81, 85, and 90  <i>Daniel's Story</i>: 3, 5, 12, 24, 32, 35, 55, 59, 67, 75, 89, 98, and end of Ch. 16  <i>Flight #116 Is Down!</i>: 31, 47, 57, 78, 87, and end of book  <i>Local News</i>: 13, 79, and 83  <i>The Mighty</i>: end of Chs. 1, 10, 12, and 21</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<b>READ 180 – Stage B Grade 7</b>
	<p><i>P. S. Longer Letter Later</i>: 54, 62, 75, and 161  <i>Quake!</i>: end of Ch. 5, 100, end of Ch. 10, and 132  <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Chs. 1, 4, 6, 8  <i>Somewhere in the Darkness</i>: 10, 13, 34, 42, 46, 69, 78, 116, 142, 154  <i>The Star Fisher</i>: end of Chs. 1 and 3  <i>The Stowaway</i>: 20  <i>You Be the Jury</i>: 5, 15, 21-23, 46-49, 52, and 57</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 9, 45, 83  <b>Writing and Grammar Strategies</b>: 80</p>
<ul style="list-style-type: none"> <li>interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</li> </ul>	<p><b>Student Materials</b>  <b>Audiobooks</b>:  <i>Daniel's Story</i>: 43  <i>Local News</i>: 90  <i>The Mighty</i>: end of Ch. 11  <i>Somewhere in the Darkness</i>: 19  <i>The Stowaway</i>: 109  <i>You Be The Jury</i>: 3</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 2</b>: 25, 28, 31, 61, 64, 67, 104, 108, 112</p>
<ul style="list-style-type: none"> <li>identify authors' positions, main ideas, and techniques of support in persuasive materials.</li> </ul>	<p><b>Student Materials</b> (Main idea)  <b>Software</b>:  1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel's Story</i>: 4  <i>Flight #116 Is Down!</i>: 187</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 6, 42, 79  <b>Teacher's Guide</b>:  <b>Software</b>: 71, 83, 97  <b>Paperbacks</b>: 175, 179, 191  <b>Teacher's Resource Book</b>: 150</p> <p><b>Student Materials</b> (non-fiction)  <b>Audiobooks</b>  <i>Snowbound: The Tragic Story of the Donner Party</i></p> <p><b>Paperbacks</b>:  <i>Babyface: In Love With Love</i>  <i>The Big Lie: A True Story</i>  <i>The Good Fight: Stories About Real Heroes</i>  <i>Michael Jordan</i>  <i>Odd Jobs: True Stories About Real Work</i>  <i>Over The Top of the World</i>  <i>Score! The Greatest Athletes of All Time</i>  <i>Stealing Home: The Story of Jackie Robinson</i>  <i>Trapped</i>  <i>UFOs: Fact or Fiction?</i></p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
	<p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 5, 8, 11, 14, 20, 26, 29, 44, 50, 53, 56, 59, 62, 77-78, 89-90, 101-102  <b>Reading Strategies Book, Volume 2:</b> 6, 7, 13, 42, 43, 49, 80, 8</p>
<ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b> The students select the audiobooks of their choice.  <b>Paperbacks:</b> Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice.</p>
<ul style="list-style-type: none"> <li>employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</li> </ul>	<p><b><u>Student Materials</u></b> (Adjust reading rate)  <b>Software:</b> The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.  <b>Paperbacks:</b> The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p><b><u>Teacher Materials</u></b> (Write interview questions)  <b>Reading Strategies Book, Volume 2:</b> 37, 40, 73, 76, 120, 124  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>use vocabulary and comprehension strategies, as well as technology, to understand text.</li> </ul>	<p><b><u>Student Materials</u></b> (Understand Vocabulary)  <b>Software:</b> Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p><b>Audiobooks:</b> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p><b><u>Student Materials</u></b> (Using resources)  <b>Audiobooks:</b>  <i>The Mighty:</i> 98  <i>The Stowaway:</i> 3 and end of Ch. 20</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 2:</b> 13, 19, 28, 31, 38, 43, 44, 64, 71, 89, 93, 97, 109, 117, 120</p> <p><b><u>Student Materials</u></b> (Context clues)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie:</i> 8, 38, 105, 111, and 130  <i>Daniel's Story:</i> 5, 12, 43, 67, 83, 89, and 107  <i>Flight #116 Is Down!:</i> 3, 8, 77, and 177  <i>The Mighty:</i> end of Chs. 4, 6, 11, 15, and 23-24  <i>P. S. Longer Letter Later:</i> 69, 98, 104, and 176  <i>Quake!</i>: end of Ch. 3, and 52  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 2, 6, and 7, and 79  <i>Somewhere in the Darkness:</i> 7, 13, 19, 116, 132, and 140  <i>The Star Fisher:</i> end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, and 14  <i>The Stowaway:</i> 3, 7, 57, and 67  <i>You Be The Jury:</i> 3, 4, 15, and 49</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 16, 52, 76, 80, 96, 104</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
<b>Writing (1.11)</b>	
<b>Arts and Humanities (2.22)</b>	
<p>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces. Students will</p>	
<ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> </ul>	<p><b>Teacher Materials</b> (Diary entry)  <b>Teacher's Guide:</b> 97, 159, 161, 165, 179, 183, 193, 243, 247  <b>Teacher's Resource Book:</b> 211, 213, 224</p> <p><b>Student Materials</b> (Reader response)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  <i>P. S. Longer Letter Later</i>  <i>Quake!</i>  <i>Snowbound</i>  <i>Somewhere in the Darkness</i>  <i>The Star Fisher</i>  <i>The Stowaway</i>  <i>You Be the Jury</i></p> <p><b>Teacher Materials</b>  <b>Teacher's Guide:</b> The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher's Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher Materials</b> (Summarize)  <b>Teacher's Guide:</b> 85, 187, 195, 219, 237  <b>Teacher's Resource Book:</b> 151, 164, 173, 184, 185, 247  <b>Writing and Grammar Strategies:</b> 20, 35, 40, 50, 65, 75, 73, 76, 80, 81, 90, 100, 105, 116, 121</p>
<ul style="list-style-type: none"> <li>use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher's Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (respond to ideas and issues)  <b>Teacher's Guide:</b> 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250  <b>Teacher's Resource Book:</b> 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p> <p><b>Teacher Materials</b> (essay)  <b>Teacher's Guide:</b> 65, 151  <b>Teacher's Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (Report, article)  <b>Teacher's Guide:</b> 149, 211, 237  <b>Teacher's Resource Book:</b> 168, 194, 224</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
	<p><b><u>Teacher Materials</u></b> (argument)  <b>Teacher’s Guide:</b> 223, 235, 251  <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241  <b>Writing and Grammar Strategies:</b> 88, 90, 95, 98, 121, 123, 126</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.</li> </ul>	<p><b><u>Teacher Materials</u></b> (Exposition)  <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b><u>Teacher Materials</u></b> (essay)  <b>Teacher’s Guide:</b> 65, 151  <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b><u>Teacher Materials</u></b> (Report, article)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b><u>Teacher Materials</u></b> (argument)  <b>Teacher’s Guide:</b> 223, 235, 251  <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241  <b>Writing and Grammar Strategies:</b> 8, 60, 85, 88, 90, 93, 95, 98, 118, 121, 123, 126, 149</p>
<ul style="list-style-type: none"> <li>write literary pieces reflecting elements of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</li> </ul>	<p><b><u>Teacher Materials</u></b> (respond to ideas and issues)  <b>Teacher’s Guide:</b> 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250  <b>Teacher’s Resource Book:</b> 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233  <b>Writing and Grammar Strategies:</b> 8, 31, 36, 41, 53, 56, 61, 73, 81, 93, 98, 101, 112, 117, 122</p>
<ul style="list-style-type: none"> <li>write personal pieces to communicate ideas.</li> </ul>	<p><b><u>Teacher Materials</u></b> (narration)  <b>Teacher’s Guide:</b> 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p><b><u>Teacher Materials</u></b> (exposition)  <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b><u>Teacher Materials</u></b> (Essay)  <b>Teacher’s Guide:</b> 65, 151  <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b><u>Teacher Materials</u></b> (argument)  <b>Teacher’s Guide:</b> 223, 235, 251  <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p> <p><b><u>Teacher Materials</u></b> (review)  <b>Teacher’s Guide:</b> 51, 142  <b>Teacher’s Resource Book:</b> 164, 165, 175, 186</p> <p><b><u>Teacher Materials</u></b> (letters, etc.)  <b>Teacher’s Guide:</b> 71, 91, 101, 115, 181, 235, 241  <b>Teacher’s Resource Book:</b> 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
<ul style="list-style-type: none"> <li>write pieces that reflect on themselves as writers and on their own samples of writing.</li> </ul>	<p><u>Teacher Materials</u>  <b>Teacher's Guide:</b> 97, 159, 161, 165, 179, 183, 193, 243, 247  <b>Teacher's Resource Book:</b> 211, 213, 224</p>
<ul style="list-style-type: none"> <li>critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><u>Student Materials</u>  <b>Software:</b> 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><u>Teacher Materials</u>  <b>Writing and Grammar Strategies:</b> 7, 8, 12, 23, 48, 53, 57, 62, 78, 82, 92, 97, 113, 118, 138-147</p>
<b>Speaking/ Listening/ Observing (1.3, 1.4, 1.12)</b>	
<b>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Students will</b>	
<ul style="list-style-type: none"> <li>adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</li> </ul>	<p><u>Teacher Materials</u> (Interview)  <b>Reading Strategies Book, Volume 2:</b> 24, 30, 54, 60, 102-103, 106-107, 110-111  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</li> </ul>	<p><u>Teacher Materials</u>  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><u>Teacher Materials</u> (speech)  <b>Teacher's Guide:</b> 245  <b>Teacher's Resource Book:</b> 182, 185, 205</p> <p><u>Teacher Materials</u> (Interview)  <b>Reading Strategies Book, Volume 2:</b> 34, 70, 116  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248  <b>Writing and Grammar Strategies:</b> 8, 13, 38, 68, 103, 113, 123</p>
<b>Inquiry (1.1)</b>	
<b>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes. Students will</b>	
<ul style="list-style-type: none"> <li>develop effective questions to obtain ideas and information and access resources to address those questions.</li> </ul>	<p><u>Teacher Materials</u>  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</li> </ul>	<p><u>Teacher Materials</u> (drawings, posters, etc.)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239  <b>Teacher's Resource Book:</b> 179, 187, 248</p> <p><u>Teacher Materials</u> (headlines, etc.)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher's Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
	<p><b>Teacher Materials</b> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><b>Teacher Materials</b> (Report)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>follow a logical plan of inquiry to complete tasks.</li> </ul>	<p><b>Teacher Materials</b> (outline)  <b>Teacher’s Guide:</b> 215, 223  <b>Teacher’s Resource Book:</b> 171, 231</p> <p><b>Teacher Materials</b> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><b>Teacher Materials</b> (Report)  <b>Reading Strategies Book, Volume 2:</b> 24, 30, 54, 60, 102-103, 106-107, 110-111  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>use research tools to gather and organize ideas and information from library, personal, and community resources.</li> </ul>	<p><b>Teacher Materials</b> (drawings, posters, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239  <b>Teacher’s Resource Book:</b> 179, 187, 248</p> <p><b>Teacher Materials</b> (headlines, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><b>Teacher Materials</b> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><b>Teacher Materials</b> (Report)  <b>Reading Strategies Book, Volume 2:</b> 28, 34, 37, 40, 64, 70, 73, 76, 108, 116, 120, 124  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<b>Technology as Communication (1.16)</b>	
<b>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes. Students will</b>	
<ul style="list-style-type: none"> <li>use appropriate technology to access ideas and information for authentic tasks.</li> </ul>	<p><b>Teacher Materials</b> (headlines, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237,</p>

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Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 7</i>
	<p>238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><b><u>Teacher Materials</u></b> (Report)  <b>Reading Strategies Book, Volume 2:</b> 28, 31, 34, 64, 67, 70, 108, 112, 116  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>• use technology to enhance communication for authentic audiences and purposes.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b> 71, 91, 101, 115, 181, 235, 241  <b>Teacher’s Resource Book:</b> 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<b><i>READ 180</i> – Stage B Grade 8</b>
<b>Reading (1.2)</b>	
<b>Arts and Humanities (2.24, 2.25)</b>	
<p><b>Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses. Students will</b></p>	
<ul style="list-style-type: none"> <li>read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</li> </ul>	<p><b><u>Student Materials</u></b> (Main idea)  <b>Software:</b>            1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel's Story</i>: 4  <i>Flight #116 Is Down!</i>: 187</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 6, 42, 79  <b>Teacher's Guide:</b>  <b>Software:</b> 71, 83, 97  <b>Paperbacks:</b> 175, 179, 191  <b>Teacher's Resource Book:</b> 150</p> <p><b><u>Student Materials</u></b> (Activate prior knowledge)  <b>Software:</b> Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p><b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b>            6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123  <b>Reading Strategies Book, Volume 2:</b> 6, 18, 24, 36, 42, 51, 57-58, 66, 69, 78-79, 82-83, 86-87, 102-103, 114-115, 122-123</p> <p><b>Teacher's Guide:</b> The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
<ul style="list-style-type: none"> <li>apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</li> </ul>	<p><b><u>Student Materials</u></b> (analyze character)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie</i>: 6, 23, 28, 34, 60, 68, 92, 103, 117, and 119  <i>Daniel's Story</i>: 23, 73, 98, and 107  <i>Flight #116 Is Down!</i>: 8, 19, 87, 99, 105, and 139  <i>Local News</i>: 83 and 90  <i>The Mighty</i>: end of Chs. 3, 13, 20, 22-23, and 25  <i>P. S. Longer Letter Later</i>: 83, 86, 110, 116, 161, 189, 197, 214, 234  <i>Quake!</i>: 62 and 119  <i>Snowbound: The Tragic Story of the Donner Party</i>: end of Ch. 3, 38  <i>Somewhere in the Darkness</i>: 10, 99, 103, 165  <i>The Star Fisher</i>: 56, 81, 85, and 143  <i>The Stowaway</i>: end of Chs. 8, 9, 13, 17, 22, 24, and 30</p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

Program of Studies	<i>READ 180</i> – Stage B Grade 8
	<p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 33, 69, 115  <b>Writing and Grammar Strategies Book:</b> 73, 76, 95  <b>Teacher’s Guide:</b>  <b>Audiobooks:</b> 149  <b>Paperbacks:</b> 193, 199, 203, 207, 219, 223, 245  <b>Teacher’s Resource Book:</b> 159</p> <p><b><u>Student Materials</u></b> (analyze plot)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel’s Story:</i> 81, 98, and 107  <i>Flight #116 Is Down!:</i> 14 and 183  <i>Local News:</i> 13, 73, 82, and 83  <i>The Mighty:</i> end of Ch. 19  <i>P. S. Longer Letter Later:</i> 67 and 143  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3 and 5  <i>The Star Fisher:</i> 56 and 85  <i>The Stowaway:</i> 12, 20, 39, 67, and end of Ch. 23</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 36, 72, 119  <b>Teacher’s Guide:</b>  <b>Audiobooks:</b> 151, 165  <b>Paperbacks:</b> 177, 221, 237  <b>Teacher’s Resource Book:</b> 160</p> <p><b><u>Student Materials</u></b> (analyze setting)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>Across the Wide and Lonesome Prairie:</i> 6, 28, 34, 111, and 137  <i>Daniel’s Story:</i> 45 and 83  <i>Flight #116 Is Down!:</i> 8, 48, 72, and 120  <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 8  <i>The Star Fisher:</i> 31 and end of book  <i>The Stowaway:</i> end of Chs. 10, 12, and 13</p> <p><b><u>Teacher Material</u></b>  <b>Reading Strategies Book, Volume 1:</b> 39, 75, 123  <b>Teacher’s Guide:</b>  <b>Audiobooks:</b> 159  <b>Paperbacks:</b> 215, 217, 247  <b>Teacher’s Resource Book:</b> 161</p> <p><b><u>Teacher Materials</u></b> (Figurative language)  <b>Reading Strategies Book:</b> 19, 34, 64, 88, 112, 124</p>
<ul style="list-style-type: none"> <li>analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</li> </ul>	<p><b><u>Student Materials</u></b> (Confirm predictions)  <b>Audiobooks:</b>  <i>Daniel’s Story:</i> 9, 32, and 48  <i>Snowbound: The Tragic Story of the Donner Party:</i> 38 and 61  <i>Somewhere in the Darkness:</i> 22 and 46  <i>The Star Fisher:</i> 130  <i>The Stowaway:</i> end of Chs. 20 and 28  <i>You Be the Jury:</i> 13, 46, 57, and 61</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 2:</b> 10, 46, 84</p> <p><b><u>Student Materials</u></b> (Paraphrasing)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i></p>

**Scholastic *READ 180* – Stage B correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 6-8**

Program of Studies	READ 180 – Stage B Grade 8
	<p><i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  P.S. Longer Letter Later  Quake!  Snowbound  Somewhere in the Darkness  The Star Fisher  The Stowaway  <i>You Be the Jury</i></p> <p><b>Teacher Materials</b>  <b>Writing and Grammar Strategies Book:</b> 72</p> <p><b>Student Materials</b> (Reader response)  <b>Audiobooks:</b>  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  P.S. Longer Letter Later  Quake!  Snowbound  Somewhere in the Darkness  The Star Fisher  The Stowaway  <i>You Be the Jury</i></p> <p><b>Teacher Materials</b>  <b>Teacher's Guide:</b> The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.  <b>Writing and Grammar Strategies Book:</b> 92  <b>Teacher's Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<ul style="list-style-type: none"> <li>evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.</li> </ul>	<p><b>Student Materials</b> (structure)  <b>Audiobooks:</b>  <i>Daniel's Story:</i> 43  <i>Local News:</i> 90  <i>The Mighty:</i> end of Ch. 11  <i>Somewhere in the Darkness:</i> 19  <i>The Stowaway:</i> 109  <i>You Be The Jury:</i> 3</p> <p><b>Teacher Materials</b> (Headlines, Lists...)  <b>Reading Strategies Book, Volume 2:</b> 19, 25, 28, 31, 37, 55, 61, 64, 67, 73, 96, 104, 108, 112, 120  <b>Teacher's Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher's Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p>

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Kentucky Program of Studies for English/Language Arts, Grades 6-8**

<i>Program of Studies</i>	<b>READ 180 – Stage B Grade 8</b>
<ul style="list-style-type: none"> <li>identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.</li> </ul>	<p><b><u>Student Materials</u></b> (Main idea)  <b>Software:</b>            1.1, L1-4; 1.3, L1-4; 2.1, L1-4; 2.3, L1-4; 3.1, L1-4; 3.2, L3-4; 3.3, L1-2; 4.1, L1-4; 4.2, L1-4; 5.1, L1-2, L4; 5.2, L1, L3; 5.3, L2-4; 6.1, L1-4; 6.3, L1-4; 7.1, L1-4; 7.3, L1-2; 7.4, L3-4; 8.1, L1-4; 8.3, L1-4; 9.1, L1-4; 9.3, L1-4</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Daniel's Story</i>: 4  <i>Flight #116 Is Down!:</i> 187</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 6, 42, 79  <b>Teacher's Guide:</b>  <b>Software:</b> 71, 83, 97  <b>Paperbacks:</b> 175, 179, 191  <b>Teacher's Resource Book:</b> 150</p> <p><b><u>Student Materials</u></b> (non-fiction)  <b>Audiobooks</b>  <i>Snowbound: The Tragic Story of the Donner Party</i></p> <p><b>Paperbacks:</b>  <i>Babyface: In Love With Love</i>  <i>The Big Lie: A True Story</i>  <i>The Good Fight: Stories About Real Heroes</i>  <i>Michael Jordan</i>  <i>Odd Jobs: True Stories About Real Work</i>  <i>Over The Top of the World</i>  <i>Score! The Greatest Athletes of All Time</i>  <i>Stealing Home: The Story of Jackie Robinson</i>  <i>Trapped</i>  <i>UFOs: Fact or Fiction?</i></p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 5, 8, 11, 14, 20, 26, 29, 44, 50, 53, 56, 59, 62, 77-78, 89-90, 101-102  <b>Reading Strategies Book, Volume 2:</b> 6, 7, 13, 42, 43, 49, 80, 88</p>
<ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b> The students select the audiobooks of their choice.  <b>Paperbacks:</b> Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice.</p>
<ul style="list-style-type: none"> <li>employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks.</li> </ul>	<p><b><u>Student Materials</u></b> (Adjust reading rate)  <b>Software:</b> The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.  <b>Paperbacks:</b> The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p><b><u>Teacher Materials</u></b> (Write interview questions)  <b>Reading Strategies Book, Volume 2:</b> 13, 19, 25, 28, 31, 37, 49, 55, 61, 64, 67, 73, 88, 96, 104, 108, 112, 120  <b>Teacher's Guide:</b> 115, 131, 189, 191  <b>Teacher's Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
<ul style="list-style-type: none"> <li>interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</li> </ul>	<p><b><u>Student Materials</u></b> (structure)  <b>Audiobooks:</b>  <i>Daniel's Story</i>: 43  <i>Local News</i>: 90</p>

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<i>Program of Studies</i>	<b>READ 180 – Stage B Grade 8</b>
	<p><i>The Mighty</i>: end of Ch. 11  <i>Somewhere in the Darkness</i>: 19  <i>The Stowaway</i>: 109  <i>You Be The Jury</i>: 3</p> <p><b>Teacher Materials</b> (Figurative language)  <b>Reading Strategies Book</b>: 19, 34, 64, 88, 112, 124  <b>Writing and Grammar Strategies Book</b>: 12, 22, 47, 87, 96</p>
<b>Writing (1.11)</b>	
<b>Arts and Humanities (2.22)</b>	
<p><b>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces. Students will</b></p>	
<ul style="list-style-type: none"> <li>respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</li> </ul>	<p><b>Teacher Materials</b> (Diary entry)  <b>Teacher's Guide</b>: 97, 159, 161, 165, 179, 183, 193, 243, 247  <b>Teacher's Resource Book</b>: 211, 213, 224</p> <p><b>Student Materials</b> (Reader response)  <b>Audiobooks</b>:  <i>Across the Wide and Lonesome Prairie</i>  <i>Daniel's Story</i>  <i>Flight #116 is Down!</i>  <i>Local News</i>  <i>The Mighty</i>  P.S. Longer Letter Later  Quake!  Snowbound  Somewhere in the Darkness  The Star Fisher  The Stowaway  <i>You Be the Jury</i></p> <p><b>Writing and Grammar Strategies Book</b>: 20  <b>Teacher's Guide</b>: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.  <b>Teacher's Resource Book</b>: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher Materials</b> (Summarize)  <b>Writing and Grammar Strategies Book</b>: 35, 40, 50, 65, 75, 73, 76, 80, 81, 90, 100, 105, 116, 121  <b>Teacher's Guide</b>: 85, 187, 195, 219, 237  <b>Teacher's Resource Book</b>: 151, 164, 173, 184, 185, 247</p>
<ul style="list-style-type: none"> <li>access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher's Guide</b>: 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (respond to ideas and issues)  <b>Writing and Grammar Strategies Book</b>: 88, 90, 95, 98, 121, 123, 126  <b>Teacher's Guide</b>: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250  <b>Teacher's Resource Book</b>: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201,</p>

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<i>Program of Studies</i>	<i>READ 180</i> – Stage B Grade 8
	<p>204, 209, 218, 219, 221, 226, 232, 233</p> <p><b>Teacher Materials</b> (essay) <b>Teacher’s Guide:</b> 65, 151 <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (Report, article) <b>Teacher’s Guide:</b> 149, 211, 237 <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (argument) <b>Teacher’s Guide:</b> 223, 235, 251 <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.</li> </ul>	<p><b>Teacher Materials</b> (Exposition) <b>Writing and Grammar Strategies Book:</b> 8, 60, 85, 88, 90, 93, 95, 98, 118, 121, 123, 126, 149 <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (essay) <b>Teacher’s Guide:</b> 65, 151 <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (Report, article) <b>Teacher’s Guide:</b> 149, 211, 237 <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (argument) <b>Teacher’s Guide:</b> 223, 235, 251 <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p>
<ul style="list-style-type: none"> <li>write literary pieces reflecting elements of genres read and techniques, styles, themes, and topics of accomplished writers.</li> </ul>	<p><b>Teacher Materials</b> (respond to ideas and issues) <b>Writing and Grammar Strategies Book:</b> 8, 31, 36, 41, 53, 56, 61, 73, 81, 93, 98, 101, 112, 117, 122 <b>Teacher’s Guide:</b> 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250 <b>Teacher’s Resource Book:</b> 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p>
<ul style="list-style-type: none"> <li>write personal pieces to communicate ideas.</li> </ul>	<p><b>Teacher Materials</b> (narration) <b>Teacher’s Guide:</b> 73, 81, 83, 97, 151, 155, 161, 179, 181, 183, 185, 213, 217, 225, 231, 233</p> <p><b>Teacher Materials</b> (exposition) <b>Writing and Grammar Strategies Book:</b> 18, 23, 28, 43, 48, 58, 63, 78, 83, 88, 98, 103, 113, 118, 123 <b>Teacher’s Guide:</b> 51, 57, 61, 63, 65, 67, 71, 75, 77, 87, 93, 95, 101, 103, 105, 107, 111, 115, 117, 123, 125, 127, 131, 137, 145, 147, 149, 157, 159, 163, 173, 187, 189, 191, 195, 199, 203, 205, 207, 209, 211, 221, 223, 227, 229, 235, 237, 241, 243, 249, 251</p> <p><b>Teacher Materials</b> (Essay) <b>Teacher’s Guide:</b> 65, 151 <b>Teacher’s Resource Book:</b> 190, 222, 237, 241</p> <p><b>Teacher Materials</b> (argument) <b>Teacher’s Guide:</b> 223, 235, 251 <b>Teacher’s Resource Book:</b> 176, 182, 184, 189, 232, 241</p>

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<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 8</i>
	<p><b>Teacher Materials</b> (review)  <b>Teacher’s Guide:</b> 51, 142  <b>Teacher’s Resource Book:</b> 164, 165, 175, 186</p> <p><b>Teacher Materials</b> (letters, etc.)  <b>Teacher’s Guide:</b> 71, 91, 101, 115, 181, 235, 241  <b>Teacher’s Resource Book:</b> 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>
<ul style="list-style-type: none"> <li>write reflective pieces about students' own writing and reading which analyze, evaluate, plan, and solve problems.</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 97, 159, 161, 165, 179, 183, 193, 243, 247  <b>Teacher’s Resource Book:</b> 211, 213, 224</p>
<ul style="list-style-type: none"> <li>critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Materials</b>  <b>Software:</b>            1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><b>Teacher Materials</b>  <b>Writing and Grammar Strategies Book:</b> 7, 8, 12, 23, 48, 53, 57, 62, 78, 82, 92, 97, 113, 118, 138-147</p>
<b>Speaking/ Listening/Observing (1.3, 1.4, 1.12)</b>	
<b>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Students will</b>	
<ul style="list-style-type: none"> <li>analyze effectiveness and purposes of oral messages and audience responses.</li> </ul>	<p><b>Teacher Materials</b> (speech)  <b>Teacher’s Guide:</b> 245  <b>Teacher’s Resource Book:</b> 182, 185, 205  <b>Writing and Grammar Strategies Book:</b> 8, 13, 38, 68, 103, 113, 123</p>
<ul style="list-style-type: none"> <li><b>collaborate</b> to gather and interpret information from observing, speaking, and listening and to prepare and deliver messages and products.</li> </ul>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>.</p>
<ul style="list-style-type: none"> <li>apply listening, speaking and observing skills to conduct authentic independent inquiry tasks in order to create products (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Teacher Materials</b> (speech)  <b>Teacher’s Guide:</b> 245  <b>Teacher’s Resource Book:</b> 182, 185, 205</p> <p><b>Teacher Materials</b> (Interview)  <b>Teacher’s Guide:</b>            115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><b>Teacher Materials</b> (Reader response)  <b>Writing and Grammar Strategies Book:</b> 8, 13, 38, 68, 103, 113, 123</p> <p><b>Teacher Materials</b> (taking notes)  <b>Reading Strategies Book, Volume 2:</b> 34, 70, 116</p>
<b>Inquiry (1.1)</b>	
<b>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for a specific purpose. Students will</b>	
<ul style="list-style-type: none"> <li>follow a logical, organized plan of inquiry to learn and to complete tasks (additional supporting Academic Expectation 5.5).</li> </ul>	<p><b>Teacher Materials</b> (outline)  <b>Teacher’s Guide:</b> 215, 223  <b>Teacher’s Resource Book:</b> 171, 231</p> <p><b>Teacher Materials</b> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>

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<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 8</i>
	<p><b>Teacher Materials</b> (Report)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (Content-area reading skills)  <b>Reading Strategies Book, Volume 2:</b> 24, 30, 54, 60, 102-103, 106-107, 110-111</p>
<ul style="list-style-type: none"> <li>evaluate the appropriateness of resources and of ideas and information gained through inquiry.</li> </ul>	<p><b>Teacher Materials</b> (Report)  <b>Writing and Grammar Strategies Book:</b>  61, 88, 91, 98, 101  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (interview)  <b>Teacher’s Guide:</b> 115, 131, 189, 191  <b>Teacher’s Resource Book:</b> 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p> <p><b>Teacher Materials</b> (Content-area reading skills)  <b>Reading Strategies Book, Volume 2:</b> 25, 31, 61, 67, 104, 112</p>
<ul style="list-style-type: none"> <li>create products by accessing a variety of appropriate personal, community, and/or global sources, both print and nonprint (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Teacher Materials</b> (headlines, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><b>Teacher Materials</b> (drawings, posters, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239  <b>Teacher’s Resource Book:</b> 179, 187, 248</p> <p><b>Teacher Materials</b> (Report)  <b>Teacher’s Guide:</b> 149, 211, 237  <b>Teacher’s Resource Book:</b> 168, 194, 224</p> <p><b>Teacher Materials</b> (Content-area reading skills)  <b>Reading Strategies Book, Volume 2:</b> 28, 34, 37, 40, 64, 70, 73, 76, 108, 116, 120, 124</p>
<b>Technology as Communication (1.16)</b>	
<b>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic as purposes. Students will</b>	
<ul style="list-style-type: none"> <li>use the most appropriate technology to access ideas and information for authentic tasks.</li> </ul>	<p><b>Teacher Materials</b> (headlines, etc.)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249</p> <p><b>Teacher’s Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p>

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<i>Program of Studies</i>	<i>READ 180 – Stage B Grade 8</i>
	<p><b><u>Teacher Materials</u></b> (Report)  <b>Reading Strategies Book, Volume 2:</b> 28, 31, 34, 64, 67, 70, 108, 112, 116  <b>Teacher's Guide:</b> 149, 211, 237  <b>Teacher's Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>• analyze the effectiveness of various technologies for specific purposes, audiences, and situations.</li> </ul>	<p><b><u>Teacher Materials</u></b> (headlines, etc.)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 159, 173, 175, 199, 203, 209, 221, 227, 229, 249  <b>Teacher's Resource Book:</b> 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p> <p><b><u>Teacher Materials</u></b> (Report)  <b>Teacher's Guide:</b> 149, 211, 237  <b>Teacher's Resource Book:</b> 168, 194, 224</p>
<ul style="list-style-type: none"> <li>• communicate with others through the effective use of technology (e.g., videos, computers, TV, radio, and public address announcements).email</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>85  <b>Teacher's Guide:</b> 71, 91, 101, 115, 181, 235, 241  <b>Teacher's Resource Book:</b> 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>