

Scholastic Read 180, Stage B ©2005
correlated to
Maryland Voluntary State Curriculum for Language Arts

Grade 6

Maryland Voluntary State Curriculum for Language Arts, Grade 6	Scholastic Read 180, Stage B ©2005
1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency	
Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 233A Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181
Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 205A, 233A Resources for Differentiated Instruction Book 1: 44, 89, 95, 110, 113, 116, 119, 122, 256, 258, 260, 266, 268
Demonstrate appropriate use of phrasing	
<ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text 	rBook TE and rBook SE: 107A, 181A, 205A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use punctuation cues to guide meaning and expression 	rBook TE and rBook SE: 55A, 181A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use pacing and intonation (emphasis on certain words) to convey meaning and expression 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70
<ul style="list-style-type: none"> • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70
c. Increase sight words read fluently	Resources for Differentiated Instruction Book 1: 186, 187, 188

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
D. Vocabulary	
Develop and apply vocabulary through exposure to a variety of texts	
<p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p>	<p>rBook TE and rBook SE: 9, 20-21, 33, 44-45, 57, 72-73, 85, 96-97, 109, 120-121, 133, 146, 159, 170-171, 183, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 274</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
<p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>	<p>rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 246-247, 248-249, 250-251, 254-255, 262-263, 264-265, 272-273, 274-275</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
Apply a conceptual understanding of new words	
<p>a. Classify and categorize increasingly complex words into sets and groups</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 240-241, 242-243, 246-247, 248-249, 262-263</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
<p>b. Explain relationships between and among words</p>	<p>rBook TE and rBook SE: 20-21, 72-73, 96-97, 120-121, 146-147, 194-195, 222</p> <p>Resources for Differentiated Instruction Book 1: 240-241, 242-243, 246-247, 248-249, 260-261</p>

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Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	rBook TE and rBook SE: 164, 187, 192, 194-195, 211 Resources for Differentiated Instruction Book 1: 238-239, 254-255, 264-267
b. Use word structure to determine the meanings of words	rBook TE and rBook SE: 44-45, 167, 222-223 Resources for Differentiated Instruction Book 1: 256-257, 258-259, 260-261, 262-263, 266-267, 268-269
c. Use resources to confirm definitions and gather further information about words	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244-245, 252-253
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 104, 119, 134, 147-150
1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).	
E. General Reading Comprehension	
Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	rBook TE and rBook SE: 12-15, 16-19, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 208-209, 210-219, 220-221 Teaching Resources Audiobooks: 15, 21, 22, 24, 25 Paperbacks: 13, 18, 21, 23, 28, 29, 30, 31, 34, 37, 46, 50, 52
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	The opportunity to address this objective is available. See the following: Teaching Resources Topic Software: 19, 20, 36, 43, 69 Audiobooks: 14, 15, 19, 20, 25 Paperbacks: 13, 21, 25, 28, 31, 34, 37, 40, 50, 52

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c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 12-15, 34-35, 36-39, 60-69, 86-87, 110-111, 160-161, 184-185, 208-209, 210-219</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Topic Software: 18, 20, 36, 43, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 28, 29, 31, 33, 34, 38, 40, 41, 45, 46, 50, 51</p>
Use strategies to prepare for reading (before reading)	
a. Survey and preview the text	<p>rBook TE and rBook SE: 8, 32, 56, 84, 108, 132, 158, 182, 206</p> <p>Resources for Differentiated Instruction Book 1: 314</p>
b. Set a purpose for reading the text	<p>rBook TE and rBook SE: 10, 16, 18, 34, 38, 42, 60, 64, 66, 68, 70, 86, 116, 118, 136, 140, 142, 144, 164, 166, 168, 182, 190, 192, 206, 208, 210, 214, 216, 218, 220</p>
c. Make predictions and ask questions about the text	<p>rBook TE and rBook SE: 12, 36, 38, 61, 70, 86, 116, 162, 184, 214</p> <p>Resources for Differentiated Instruction Book 1: 317, 318, 411</p> <p>Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 45, 119</p>
d. Make connections to the text from prior knowledge and experiences	<p>rBook TE and rBook SE: 11, 42, 92, 111, 139, 184, 193</p> <p>Teaching Resources Audiobooks: 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52</p>

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Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	rBook TE and rBook SE: 217, 233A Resources for Differentiated Instruction Book 1: 317
b. Use own words to restate the difficult part	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 214 Resources for Differentiated Instruction Book 1: 172-173
c. Read on and revisit the difficult part	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 317
d. Skim the text to search for connections between and among ideas	rBook TE and rBook SE: 114 Resources for Differentiated Instruction Book 1: 314
e. Make, confirm, or adjust predictions	rBook TE and rBook SE: 38, 61, 70, 214 Resources for Differentiated Instruction Book 1: 318, 411 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 45, 119
f. Periodically summarize while reading	rBook TE and rBook SE: 86-87, 88-91, 92-95, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Audiobooks: 14, 22, 27 Paperbacks: 20, 21, 26, 27, 31, 32, 37, 42, 44, 45, 46, 50, 51, 69, 83, 121, 131
g. Periodically paraphrase important ideas or information	rBook TE and rBook SE: 17, 90, 95, 110, 117 Resources for Differentiated Instruction Book 2: 141

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h. Visualize what was read for deeper understanding	rBook TE and rBook SE: 34, 86, 138, 162, 212 Resources for Differentiated Instruction Book 1: 317
i. Use a graphic organizer or another note taking technique to record important ideas or information	rBook TE and rBook SE: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 213 Resources for Differentiated Instruction Book 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415 Book 2: 144-146 Teaching Resources Audiobooks: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 Paperbacks: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131
j. Explain personal connections to the ideas or information in the text	rBook TE and rBook SE: 11, 42, 92, 111, 139, 184, 193 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea	rBook TE and rBook SE: 10-11, 12-15, 16-19, 40-41 Resources for Differentiated Instruction Book 1: 292-293 Book 2: 79-83 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93

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b. Identify and explain what is directly stated in the text	<p>rBook TE and rBook SE: 11, 13, 15, 17, 19, 87, 89, 91, 93, 95, 117, 118, 187, 188</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 292-293, 294-295</p> <p>Teaching Resources Topic Software: 20, 21, 31, 45, 60 Audiobooks: 14, 20, 25 Paperbacks: 19, 21, 24, 25, 32, 33, 38, 50, 51</p>
c. Identify and explain what is not directly stated in the text by drawing inferences	<p>rBook TE and rBook SE: 16, 34, 36, 62, 169, 184-190, 192, 208-219</p> <p>Resources for Differentiated Instruction Book 1: 302-303</p> <p>Teaching Resources Topic Software: 25, 27, 31, 55, 56, 60, 61, 66 Audiobooks: 23, 54 Paperbacks: 14, 17, 44, 57, 63, 117</p>
d. Draw conclusions or make generalizations about the text	<p>rBook TE and rBook SE: 86, 94, 219</p> <p>Resources for Differentiated Instruction Book 1: 304-305, 402</p> <p>Teaching Resources Topic Software: 18, 26, 36, 37, 38, 39, 42, 55, 57, 69 Audiobooks: 14, 19, 20, 22, 23 Paperbacks: 14, 16, 17, 31, 35, 36, 40, 41, 42, 44, 50, 52</p>
e. Confirm, refute, or make predictions and form new ideas	<p>rBook TE and rBook SE: 38, 61, 70, 214</p> <p>Resources for Differentiated Instruction Book 1: 318, 411</p> <p>Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 45, 119</p>

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f. Paraphrase the main idea	rBook TE and rBook SE: 10-19, 40-41, 86-95, 117, 118, 187 Resources for Differentiated Instruction Book 1: 292-293 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93
g. Summarize	rBook TE and rBook SE: 86-87, 88-91, 92-95, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131
h. Connect the text to prior knowledge or personal experience	rBook TE and rBook SE: 11, 42, 92, 111, 139, 184, 193 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51

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b. Read, use, and identify the characteristics of functional documents	rBook TE and rBook SE: 29, 53, 105, 179, 203, 231 Resources for Differentiated Instruction Book 1: 325, 328, 329
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209, 231 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51
Identify and use text features to facilitate understanding of informational texts	
a. Use print features	rBook TE and rBook SE: 10, 16, 34, 36, 88, 92, 110, 160, 162, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
b. Use graphic aids	rBook TE and rBook SE: 18, 43, 94, 119, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
c. Use informational aids	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208, 218 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
d. Use organizational aids	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
e. Use online features	rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 1: 329

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f. Identify and explain the contributions of text features to supporting the main idea of the text	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 293, 346-347
Develop and apply knowledge of organizational structure of informational text to facilitate understanding	
a. Identify and analyze the organizational patterns of texts	rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301
b. Explain the contribution of the organizational pattern	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301
Determine and analyze important ideas and messages in informational texts	
a. Identify and explain the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 320, 412
b. Identify and explain the author's opinion	rBook TE and rBook SE: 81 Resources for Differentiated Instruction Book 1: 321, 324
c. State and support main ideas and messages	rBook TE and rBook SE: 10-19, 41 86-95 Resources for Differentiated Instruction Book 1: 292-293 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93

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d. Summarize or paraphrase	rBook TE and rBook SE: 17, 86-95, 110, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131
e. Identify and explain information not related to the main idea	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 288-289 Teaching Resources Topic Software: 20, 21, 24, 30, 31, 33, 38, 42, 45, 50, 54, 55, 60, 61, 62, 63, 66, 68, 69 Audiobooks: 20 Paperbacks: 13, 22, 32, 38, 51
f. Explain relationships between and among ideas	Teacher's Edition: 13, 40, 88, 117, 163, 169 Resources for Differentiated Instruction Book 1: 332
g. Synthesize ideas from text	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169 Resources for Differentiated Instruction Book 1: 332
h. Distinguish between a fact and an opinion	rBook TE and rBook SE: 81, 128 Resources for Differentiated Instruction Book 1: 321, 413
i. Explain how someone might use the text	rBook TE and rBook SE: 53, 105, 179, 203 Resources for Differentiated Instruction Book 1: 325, 328

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j. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 11, 42, 92, 111, 184, 193 Teaching Resources Audiobooks: 20 Paperbacks: 22, 32, 38, 46, 51
Analyze purposeful use of language	
a. Analyze specific words or phrases that contribute to the meaning of a text	rBook TE and rBook SE: 10, 37, 43, 88, 93, 110, 167, 188, 208
b. Analyze specific language choices that create tone	Resources for Differentiated Instruction Book 1: 320, 334
c. Analyze the effect of repetition of words and phrases on meaning	rBook TE and rBook SE: 71, 221
Read critically to evaluate informational text	
a. Explain whether the text fulfills the reading purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 12, 16, 34, 36, 40, 86, 88, 92, 110, 112, 116, 160, 162, 186, 190, 208 Resources for Differentiated Instruction Book 1: 323
b. Analyze changes or additions to the structure and features of the text that would make the text easier to understand	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 18, 43, 94, 119, 168, 192, 218
c. Analyze the text and its information for reliability	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143
d. Determine and explain whether or not the author's argument or position is presented fairly	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129 Resources for Differentiated Instruction Book 1: 322, 323, 324
e. Identify and explain information not included in the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323

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f. Identify and explain language and other techniques intended to persuade the reader	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129 Resources for Differentiated Instruction Book 1: 322 Book 2: 95, 105
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
b. Listen to critically, read, and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
Analyze text features to facilitate understanding of literary texts	
a. Identify and explain how organizational aids contribute to meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56, 132
b. Identify and explain how graphic aids contribute to meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56, 58, 132, 134, 144, 206, 218
c. Identify and explain how informational aids contribute to meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 218

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Analyze elements of narrative texts to facilitate understanding and interpretation	
a. Identify and distinguish among types of narrative texts	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58, 134, 210 Resources for Differentiated Instruction Book 2: 15, 20, 25, 30, 35
b. Analyze the conflict and the events of the plot	rBook TE and rBook SE: 58-69, 132E-132F, 134-143 Resources for Differentiated Instruction Book 1: 301, 310-311, 333 Teaching Resources Audiobooks: 17, 18, 23, 24, 25, 36 Paperbacks: 15, 29, 48, 59, 87, 125
c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters	rBook TE and rBook SE: 58-69, 134-143, 144 Resources for Differentiated Instruction Book 1: 308-309, 334 Teaching Resources Audiobooks: 15, 30 Paperbacks: 25, 29, 39, 79, 107
d. Analyze characterization	rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 306-307, 403-404 Teaching Resources Audiobooks: 14, 15, 16, 19, 25, 33 Paperbacks: 15, 18, 23, 25, 30, 35, 36-37, 43, 45, 47, 48, 75, 89, 103
e. Analyze relationships between and among characters, setting, and events	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132E-132F, 135, 137, 139, 141, 142, 143, 216 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 333 Book 2: 79, 82 Teaching Resources Audiobooks: 36 Paperbacks: 15, 29, 48

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f. Identify and explain how the actions of the character(s) affect the plot	rBook TE and rBook SE: 58-69, 132E-132F, 135, 137, 139, 141, 142, 143, 216 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
g. Analyze conflicts that motivate characters and those that advance the plot	rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
h. Identify and explain the author’s approach to issues of time in a narrative	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335
i. Identify and explain the point of view	rBook TE and rBook SE: 60, 136, 242 Resources for Differentiated Instruction Book 1: 319
Analyze elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poems	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22
b. Identify and explain the meaning of words, lines, and stanzas	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22

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c. Identify and explain how sound elements of poetry contribute to meaning	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	Resources for Differentiated Instruction Book 1: 338
Analyze elements of drama to facilitate understanding	
a. Use structural features to distinguish among types of plays	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
b. Identify and explain the action of scenes and acts	Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
c. Identify and explain how stage directions create character and movement	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
d. Identify and explain stage directions and dialogue that help to create character	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331, 335 Teaching Resources Paperbacks: 20, 27, 52
Determine important ideas and messages in literary texts	
a. Analyze main ideas and universal themes	rBook TE and rBook SE: 56E-56F, 58, 59, 69, 71 Resources for Differentiated Instruction Book 1: 292-293, 312-313, 337 Teaching Resources Audiobooks: 22, 51 Paperbacks: 16, 61

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b. Analyze similar themes across multiple texts	Resources for Differentiated Instruction Book 1: 312-313
c. Paraphrase the text	rBook TE and rBook SE: 17 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 22 Paperbacks: 21, 26, 27, 31, 32, 37, 42, 44, 45, 46, 50, 51
d. Summarize	Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 22 Paperbacks: 21, 26, 27, 31, 32, 37, 42, 44, 45, 46, 50, 51
e. Identify and explain personal connections to the text	rBook TE and rBook SE: 83, 157 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
f. Explain the implications of the text for the reader and/or society	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 31, 83, 107, 131, 157, 181, 205 Teaching Resources Audiobooks: 18, 24 Paperbacks: 22, 23, 26, 30, 34, 47, 50, 51, 52
Analyze the author's purposeful use of language	
a. Analyze specific words and phrases that contribute to meaning	rBook TE and rBook SE: 63, 64, 67, 144, 219 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337
b. Analyze words and phrases that create tone	Resources for Differentiated Instruction Book 1: 334
c. Identify and explain figurative language that contributes to meaning	rBook TE and rBook SE: 136, 140, 221 Resources for Differentiated Instruction Book 1: 336
d. Analyze how sensory language contributes to meaning	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 333, 334

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e. Analyze how repetition and exaggeration contribute to meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 71, 221
Read critically to evaluate literary texts	
a. Determine and explain the plausibility of the characters' actions and the plot	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
b. Identify and explain questions left unanswered by the text	This objective falls outside the scope of <i>Scholastic Read 180, Stage B ©2005</i> .
c. Identify and explain the relationship between a literary text and its historical and/or social context	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 86-90, 132-143, 206-212 Teaching Resources Audiobooks: 14, 15, 25 Paperbacks: 21, 30, 34, 37, 50
d. Identify and explain the relationship between the structure and the purpose of the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	
A. Writing	
Compose texts using the prewriting and drafting strategies of effective writers and speakers	
Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas	
<ul style="list-style-type: none"> • Evaluate topics for personal relevance, scope, and feasibility 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> • Begin a coherent plan for developing ideas 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67 Teaching Resources Audiobooks: 63, 64, 65, 66, 67, 68 Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> • Explore and evaluate relevant sources of information 	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143
Select, organize, and develop ideas appropriate to topic, audience, and purpose	
<ul style="list-style-type: none"> • Organize information logically 	rBook TE and rBook SE: 25, 49, 77, 101, 181B, 227 Resources for Differentiated Instruction Book 2: 89-93, 109-113, 144-146, 147-150 Teaching Resources Audiobooks: 65
<ul style="list-style-type: none"> • Use effective organizational structures 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 54-58, 69-73, 104-108, 114-118
<ul style="list-style-type: none"> • Select or eliminate information as appropriate 	rBook TE and rBook SE: 25, 49, 77, 101, 151, 227 Resources for Differentiated Instruction Book 2: 78, 98

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<ul style="list-style-type: none"> • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 	rBook TE and rBook SE: 24-25, 48-49, 76-77, 100-101, 124-125, 150-151, 174-175, 198-199, 226-227 Resources for Differentiated Instruction Book 2: 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-106, 109-113
Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test Taking Strategies: 56-57, 58-59, 60-61, 109, 111, 113 Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery, figurative language, and sound elements	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 29-33, 34-38, 44-48, 49-53, 64-68, 84-88
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	rBook TE and rBook SE: 22-25, 98-101 Resources for Differentiated Instruction Book 2: 69-73, 74-78, 79-83, 84-88, 89-93 Test Taking Strategies: 58-59, 103-105, 111-112 Teaching Resources Paperbacks: 137, 139
Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies	
<ul style="list-style-type: none"> • Support, modify, or disagree with a position and generate convincing evidence to support it 	rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135

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<ul style="list-style-type: none"> Consider the effectiveness of diction, audience appeal, and organization 	rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> Use connotation, repetition, and figurative language to control audience emotion and reaction 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175, 243 Resources for Differentiated Instruction Book 1: 250, 274 Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> Use authoritative citations 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109, 141 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135

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e. Use writing-to-learn strategies, such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge	rBook TE and rBook SE: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 213 Resources for Differentiated Instruction Book 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415 Teaching Resources Topic Software: 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285 Audiobooks: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 Paperbacks: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131
f. Manage time and process when writing for a given purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114
Compose texts using the revising and editing strategies of effective writers and speakers	
Revise texts for clarity, completeness, and effectiveness	
<ul style="list-style-type: none"> Eliminate redundant and irrelevant words and ideas 	rBook TE and rBook SE: 25, 49, 77, 101, 151, 227 Resources for Differentiated Instruction Book 2: 78, 98, 108
<ul style="list-style-type: none"> Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 18, 33, 58, 73, 88, 114-118
<ul style="list-style-type: none"> Coordinate equal ideas within a sentence 	Resources for Differentiated Instruction Book 2: 212-213
<ul style="list-style-type: none"> Subordinate less important ideas within a sentence using phrases and clauses 	Resources for Differentiated Instruction Book 2: 14, 158-159, 208-209, 212-213

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<ul style="list-style-type: none"> Maintain consistent person, number and tense 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 102, 152</p> <p>Resources for Differentiated Instruction Book 2: 23, 38, 168-169, 170-171, 174-175</p>
<ul style="list-style-type: none"> Modify sentences from passive to active voice 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 78-79, 229</p> <p>Resources for Differentiated Instruction Book 2: 18, 154-155</p>
<ul style="list-style-type: none"> Vary sentence types and lengths to clarify and extend meaning and to develop style 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 78-79, 229</p> <p>Resources for Differentiated Instruction Book 2: 18, 73, 154-155, 160-161, 202-203, 210-211, 212-213</p>
<p>Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p>	
<ul style="list-style-type: none"> Self edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> Peer edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> Dictionary 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
<ul style="list-style-type: none"> Thesaurus 	<p>Resources for Differentiated Instruction Book 1: 252-253</p>

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<ul style="list-style-type: none"> • Spell checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Language handbook 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Grammar checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> c. Prepare the final product for presentation to an audience 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 153, 179, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
Identify how language choices in writing and speaking affect thoughts and feelings	
<ul style="list-style-type: none"> a. Use precise word choice, formal to informal, based on audience, situation, or purpose 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138 Test Taking Strategies: 68-69, 116-119</p>
<ul style="list-style-type: none"> b. Consider the connotative and/or denotative meanings of words when selecting vocabulary 	<p>Resources for Differentiated Instruction Book 1: 250-251</p>

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c. Consider how word choices affect the audience	rBook TE and rBook SE: 46-49, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 39, 74
Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing	
Assess the effectiveness of diction that reveals his or her purpose	
<ul style="list-style-type: none"> • Language appropriate for a particular audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104-108, 119-123, 134-138, 223
<ul style="list-style-type: none"> • Language suitable for a given purpose 	Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 104, 108, 119, 123, 223 Test Taking Strategies: 68-69, 116-119
<ul style="list-style-type: none"> • Words/phrases/ sentences that extend meaning in a given context 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138, 223 Test Taking Strategies: 68-69, 116-117
b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 196-199, 224-227 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 176-177 Book 2: 14, 39, 64, 223
c. Evaluate the use of transitions in a text	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 58, 114-118, 223, 224-225 Test Taking Strategies: 68-69, 116-119

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Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose	
a. Identify the tone of one’s own writing, and revise word choice to modify tone in order to address a given purpose and/or audience	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 1: 334
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 108, 123, 160-161, 223 Test Taking Strategies: 68-69, 116-119
Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	Resources for Differentiated Instruction Book 1: 323 Book 2: 139-140, 141-143
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 2: 141-143
Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information	
• Appropriate strategies for taking notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146
• Appropriate strategies for organizing source information or notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146 Test Taking Strategies: 66-67
• Information to include or exclude when using a note taking method	Resources for Differentiated Instruction Book 1: 315 Book 2: 139-140, 141-143, 144-146

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<ul style="list-style-type: none"> Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146 Test Taking Strategies: 66-67</p>
<ul style="list-style-type: none"> Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146</p>
<ul style="list-style-type: none"> Use a recognized format for documentation, such as MLA 	<p>Resources for Differentiated Instruction Book 2: 147, 149</p>
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146</p>
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149</p>
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229
Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language**	
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions	rBook TE and rBook SE: 102-103, 126, 127, 176-177 Resources for Differentiated Instruction Book 2: 158-159, 160-161, 168-169, 170-171, 176-177, 180-181, 184-185, 214-221
b. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas	rBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 156-157, 158-159, 208-209, 210-211, 212-213, 214-221
c. Differentiate grammatically complete sentences from non-sentences, including fused sentences	rBook TE and rBook SE: 78 Resources for Differentiated Instruction Book 2: 158-159, 210-211, 214-221

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d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas	Resources for Differentiated Instruction Book 2: 154-155, 158-159, 208-209, 210-211, 212-213
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229
Comprehend and apply standard English usage in oral and written language**	
a. Apply appropriate subject/verb agreement, such as with collective nouns, indefinite pronouns, and inverted word order	rBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 156-157
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 166-167, 168-169, 170-171, 172-174, 176-177, 180-181
c. Recognize and correct common usage errors, such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as accept - except	Resources for Differentiated Instruction Book 1: 242-243 Book 2: 160-161, 198-199 Book 3: 66
d. Use available resources to correct or confirm editorial choices	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 2: 244-243, 252-253
e. Explain editorial choices	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
C. Mechanics	
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	rBook TE and rBook SE: 27, 51, 125, 127, 153, 201 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 147-150, 196-197, 200-201, 204-205, 206-207

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Apply standard English punctuation and capitalization in written language**	
a. Use commas and semicolons correctly, such as in a compound sentence	rBook TE and rBook SE: 103, 127 Resources for Differentiated Instruction Book 2: 73, 206-207, 208-209
b. Use parentheses and dashes correctly	This objective falls outside the scope of <i>Scholastic Read 180, Stage B ©2005</i> .
c. Use appropriate punctuation for special formats, such as e-mails, bulleted lists, letters, memos, citations, and outlines	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 119
d. Use a colon to introduce a list	This objective falls outside the scope of <i>Scholastic Read 180, Stage B ©2005</i> .
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	rBook TE and rBook SE: 25, 27, 49, 51, 77, 79, 101, 103, 125, 127, 151, 175, 199, 227, 229 Resources for Differentiated Instruction Book 1: 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227
Apply conventional spelling in written language	
a. Use conventional spelling in personal writing	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 242-243, 317

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c. Use suitable traditional and electronic resources as a spelling aid	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244-243, 252-253
3. Maintain a personal list of words to use in editing original writing	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223
E. Handwriting	
Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 223, 224-225
b. Use word processing technology when appropriate	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 114, 119, 124, 129
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	
a. Attend to the speaker	Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 25, 34, 45, 46, 62, 64, 70
b. Ask appropriate questions	Resources for Differentiated Instruction Book 2: 74 Book 3: 26
c. Contribute relevant comments	Resources for Differentiated Instruction Book 2: 74
d. Relate prior knowledge	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74

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e. Use note taking to assist listening when appropriate	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 315
f. Maintain visual contact with the speaker	Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 61, 62, 64, 70
g. Maintain focus by identifying and managing barriers to listening	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings	
a. Elaborate on the information and ideas presented	Resources for Differentiated Instruction Book 2: 74
b. Make inferences or draw conclusions based on the presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 302-303, 304-305 Book 2: 14, 39, 74
c. Determine a speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, body language, and facial expressions	rBook TE and rBook SE: 157A Resources for Differentiated Instruction Book 1: 164-165, 176-177 Book 2: 14, 39, 74 Book 3: 68
d. Explain how the effects of language contribute to meaning	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 164-165, 176-177 Book 2: 14, 39, 74, 223, 224-226
e. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 157A Resources for Differentiated Instruction Book 1: 164-165, 176-177 Book 2: 14, 39, 74, 223, 224-226

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7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes	
a. Identify the purpose, audience, and setting for a presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
b. Identify the needs and perspectives of the audience	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
c. Select and plan for appropriate use of visual aids	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-179 Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
d. Select the topic of an oral presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64
e. Gather/construct adequate support	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64
f. Identify and use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency*	
Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 233A Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181
Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 205A, 233A Resources for Differentiated Instruction Book 1: 44, 89, 95, 110, 113, 116, 119, 122, 256, 258, 260, 266, 268
Demonstrate appropriate use of phrasing	
<ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text 	rBook TE and rBook SE: 107A, 181A, 205A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use punctuation cues to guide meaning and expression 	rBook TE and rBook SE: 55A, 181A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use pacing and intonation (emphasis on certain words) to convey meaning and expression 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70
<ul style="list-style-type: none"> • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70
c. Increase sight words read fluently	Resources for Differentiated Instruction Book 1: 186, 187, 188

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
D. Vocabulary	
Develop and apply vocabulary through exposure to a variety of texts	
<p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p>	<p>rBook TE and rBook SE: 9, 20-21, 33, 44-45, 57, 72-73, 85, 96-97, 109, 120-121, 133, 146, 159, 170-171, 183, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 274</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
<p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>	<p>rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 246-247, 248-249, 250-251, 254-255, 262-263, 264-265, 272-273, 274-275</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
Apply a conceptual understanding of new words	
<p>a. Classify and categorize increasingly complex words into sets and groups</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 240-241, 242-243, 246-247, 248-249, 262-263</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
<p>b. Explain relationships between and among words</p>	<p>rBook TE and rBook SE: 20-21, 72-73, 96-97, 120-121, 146-147, 194-195, 222</p> <p>Resources for Differentiated Instruction Book 1: 240-241, 242-243, 246-247, 248-249, 260-261</p>

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Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	rBook TE and rBook SE: 164, 187, 192, 194-195, 211 Resources for Differentiated Instruction Book 1: 238-239, 254-255, 264-267
b. Use word structure to determine the meanings of words	rBook TE and rBook SE: 44-45, 167, 222-223 Resources for Differentiated Instruction Book 1: 256-257, 258-259, 260-261, 262-263, 266-267, 268-269
c. Use resources to confirm definitions and gather further information about words	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244-245, 252-253
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 104, 119, 134, 147-150
1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).	
E. General Reading Comprehension	
Apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	rBook TE and rBook SE: 12-15, 16-19, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 208-209, 210-219, 220-221 Teaching Resources Audiobooks: 15, 21, 22, 24, 25 Paperbacks: 13, 18, 21, 23, 28, 29, 30, 31, 34, 37, 46, 50, 52
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	The opportunity to address this objective is available. See the following: Teaching Resources Topic Software: 19, 20, 36, 43, 69 Audiobooks: 14, 15, 19, 20, 25 Paperbacks: 13, 21, 25, 28, 31, 34, 37, 40, 50, 52

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<p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 12-15, 34-35, 36-39, 60-69, 86-87, 110-111, 160-161, 184-185, 208-209, 210-219</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Topic Software: 18, 20, 36, 43, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 28, 29, 31, 33, 34, 38, 40, 41, 45, 46, 50, 51</p>
Use strategies to prepare for reading (before reading)	
<p>a. Select and apply appropriate strategies to prepare for reading the text</p>	<p>rBook TE and rBook SE: 58, 60, 62, 64, 66, 68, 70, 134, 136, 138, 140, 142, 144, 220</p> <p>Resources for Differentiated Instruction Book 1: 314</p>
Use strategies to make meaning from text (during reading)	
<p>a. Select and apply appropriate strategies to make meaning from text during reading</p>	<p>rBook TE and rBook SE: 59, 63, 65, 67, 69</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Audiobooks: 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 30, 39, 42, 45, 48, 51, 54, 57, 60</p> <p>Paperbacks: 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 28, 31, 33, 35, 40, 44, 45, 47, 52, 55, 57, 16, 63, 65, 67, 69, 71, 73</p>

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Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea	rBook TE and rBook SE: 10-11, 12-15, 16-19, 40-41 Resources for Differentiated Instruction Book 1: 292-293 Book 2: 79-83 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93
b. Identify and explain information directly stated in the text	rBook TE and rBook SE: 11, 13, 15, 16, 19, 87, 89, 91, 93, 95, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 172-175, 294-295 Book 2: 79-83 Teaching Resources Audiobooks: 20, 45 Paperbacks: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66
c. Draw inferences and/or conclusions and make generalizations	rBook TE and rBook SE: 219 Resources for Differentiated Instruction Book 1: 304-305, 402
d. Confirm, refute, or make predictions and form new ideas	rBook TE and rBook SE: 38, 61, 70, 214 Resources for Differentiated Instruction Book 1: 318, 411 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 45, 119
e. Summarize or paraphrase	rBook TE and rBook SE: 86-87, 88-91, 92-95, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131

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f. Connect the text to prior knowledge or personal experience	rBook TE and rBook SE: 11, 42, 92, 111, 139, 184, 193 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.	
A. Comprehension of Informational Text	
Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts	
a. Read, use, and identify the characteristics of primary and secondary sources of academic information	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51
b. Read, use, and identify the characteristics of workplace and other real-world documents	rBook TE and rBook SE: 29, 53, 105, 179, 203, 231 Resources for Differentiated Instruction Book 1: 325, 328, 329
c. Select and read to gain information from personal interest materials, such as books, magazines, cookbooks, catalogs, web sites, and other online materials	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209, 231 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51
Analyze text features to facilitate understanding of informational texts	
a. Analyze print features that contribute to meaning	rBook TE and rBook SE: 10, 16, 34, 36, 88, 92, 110, 160, 162, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329

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b. Analyze graphic aids that contribute to meaning	rBook TE and rBook SE: 18, 43, 94, 119, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
c. Analyze informational aids that contribute to meaning	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208, 218 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
d. Analyze organizational aids that contribute to meaning	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
e. Analyze online features that contribute to meaning	rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 1: 329
f. Analyze the relationship between the text features and the content of the text as a whole	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 293, 346-347
Apply knowledge of organizational patterns of informational text to facilitate understanding	
a. Analyze the organizational patterns of texts	rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301
b. Analyze the contribution of the organizational pattern	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301

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c. Use organizational pattern to locate specific information	rBook TE and rBook SE: 35, 39, 41, 43, 111, 115, 161, 165, 185, 189 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 327, 327, 328, 329
Analyze important ideas and messages in informational texts	
a. Identify and explain the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 320, 412
b. Identify and explain the author's argument, viewpoint, or perspective	rBook TE and rBook SE: 81, 128, 129 Resources for Differentiated Instruction Book 1: 321, 322
c. State and support main ideas and messages	rBook TE and rBook SE: 10-19, 41 86-95 Resources for Differentiated Instruction Book 1: 292-293 Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93
d. Summarize or paraphrase	rBook TE and rBook SE: 17, 86-95, 110, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131
e. Identify and explain information not related to the main idea	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 288-289 Teaching Resources Topic Software: 20, 21, 24, 30, 31, 33, 38, 42, 45, 50, 54, 55, 60, 61, 62, 63, 66, 68, 69 Audiobooks: 20 Paperbacks: 13, 22, 32, 38, 51

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f. Explain relationships between and among ideas	rBook TE and rBook SE: 13, 40, 88, 117, 163, 169 Resources for Differentiated Instruction Book 1: 332
g. Synthesize ideas from text	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169 Resources for Differentiated Instruction Book 1: 332
h. Distinguish between a fact and an opinion	rBook TE and rBook SE: 81, 128 Resources for Differentiated Instruction Book 1: 321, 413
i. Explain how someone might use the text	rBook TE and rBook SE: 53, 105, 179, 203 Resources for Differentiated Instruction Book 1: 325, 328
j. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 11, 42, 92, 111, 184, 193 Teaching Resources Audiobooks: 20 Paperbacks: 22, 32, 38, 46, 51
Analyze purposeful use of language	
a. Analyze specific word choice that contributes to the meaning and/or creates style	rBook TE and rBook SE: 10, 37, 43, 88, 93, 110, 167, 188, 208
b. Analyze specific language choices to determine tone	Resources for Differentiated Instruction Book 1: 320, 334
c. Analyze repetition and variation of specific words and phrases that contribute to meaning	rBook TE and rBook SE: 71, 221
Read critically to evaluate informational text	
a. Analyze the extent to which the text fulfills the reading purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 12, 16, 34, 36, 40, 86, 88, 92, 110, 112, 116, 160, 162, 186, 190, 208 Resources for Differentiated Instruction Book 1: 323

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b. Analyze the extent to which the structure and features of the text clarify the purpose and the information	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151</p> <p>Resources for Differentiated Instruction Book 1: 320, 323, 324 Book 2: 99-103, 223, 224-226</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
c. Analyze the text and its information for reliability	<p>Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143</p>
d. Analyze the author’s argument or position for clarity and/or bias	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151</p> <p>Resources for Differentiated Instruction Book 1: 320, 322, 323, 324 Book 2: 99-103</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
e. Analyze additional information that would clarify or strengthen the author’s argument or viewpoint	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 323, 324</p>
f. Analyze language and other techniques intended to persuade the reader	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129</p> <p>Resources for Differentiated Instruction Book 1: 322 Book 2: 94-98, 104-108, 109-113</p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.	
A. Comprehension of Literary Text	
Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
b. Listen to critically, read, and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
Analyze text features to facilitate understanding of literary texts	
a. Analyze text features that contribute to meaning	rBook TE and rBook SE: 56E-56F, 58, 132E-132F, 134, 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 331
Analyze elements of narrative texts to facilitate understanding and interpretation	
a. Distinguish among types of narrative texts	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58, 134, 210 Resources for Differentiated Instruction Book 2: 15, 20, 25, 30, 35
b. Analyze the conflict and the events of the plot	rBook TE and rBook SE: 58-69, 132E-132F, 134-143 Resources for Differentiated Instruction Book 1: 301, 310-311, 333 Teaching Resources Audiobooks: 17, 18, 23, 24, 25, 36 Paperbacks: 15, 29, 48, 59, 87, 125

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c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters	rBook TE and rBook SE: 58-69, 134-143, 144 Resources for Differentiated Instruction Book 1: 308-309, 334 Teaching Resources Audiobooks: 15, 30 Paperbacks: 25, 29, 39, 79, 107
d. Analyze characterization	rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 306-307, 403-404 Teaching Resources Audiobooks: 14, 15, 16, 19, 25, 33 Paperbacks: 15, 18, 23, 25, 30, 35, 36-37, 43, 45, 47, 48, 75, 89, 103
e. Analyze relationships between and among characters, setting, and events	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132E-132F, 135, 137, 139, 141, 142, 143, 216 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 333 Book 2: 79, 82 Teaching Resources Audiobooks: 36 Paperbacks: 15, 29, 48
f. Analyze the actions of the characters that serve to advance the plot	rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125

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g. Analyze conflicts that motivate characters and those that advance the plot	rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
h. Analyze the author’s approach to issues of time in a narrative	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335
i. Analyze the point of view	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319
j. Analyze the interactions among narrative elements and their contribution to meaning	rBook TE and rBook SE: 56E-56F, 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143, 216 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310, 311, 333, 335 Book 2: 79, 82 Teaching Resources Audiobooks: 36 Paperbacks: 15, 29, 48
Analyze elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poetry	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22

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b. Analyze language and structural features to determine meaning	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22
c. Analyze sound elements of poetry that contribute to meaning	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338
d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	Resources for Differentiated Instruction Book 1: 338
Analyze elements of drama to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of plays	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
b. Analyze the action of individual scenes and acts and its relationship to the plot	Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
c. Analyze how stage directions affect dialogue, characters, and plot	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52

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Analyze important ideas and messages in literary texts	
a. Analyze main ideas and universal themes	rBook TE and rBook SE: 56E-56F, 58, 59, 69, 71 Resources for Differentiated Instruction Book 1: 292-293, 312-313, 337 Teaching Resources Audiobooks: 22, 51 Paperbacks: 16, 61
b. Analyze similar themes across multiple texts	Resources for Differentiated Instruction Book 1: 312-313
c. Summarize or paraphrase	rBook TE and rBook SE: 17 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 22 Paperbacks: 21, 26, 27, 31, 32, 37, 42, 44, 45, 46, 50, 51
d. Reflect on and explain personal connections to the text	rBook TE and rBook SE: 83, 157 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
e. Explain the implications of the text for the reader and/or society	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 31, 83, 107, 131, 157, 181, 205 Teaching Resources Audiobooks: 18, 24 Paperbacks: 22, 23, 26, 30, 34, 47, 50, 51, 52
Analyze the author's purposeful use of language	
a. Analyze how specific language choices contribute to meaning and create style	rBook TE and rBook SE: 63, 64, 67, 144, 219 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337
b. Analyze language choices that create tone	Resources for Differentiated Instruction Book 1: 334
c. Analyze figurative language that contributes to meaning and/or creates style	rBook TE and rBook SE: 136, 140, 221 Resources for Differentiated Instruction Book 1: 336

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d. Analyze imagery that contributes to meaning and/or creates style	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 333, 334
e. Analyze elements of style and their contribution to meaning	rBook TE and rBook SE: 61, 63, 64, 67, 140, 144 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337
Read critically to evaluate literary texts	
a. Analyze the plausibility of the plot and the credibility of the characters	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
b. Analyze the extent to which the text contains ambiguities, subtleties, or contradictions	The opportunity to address this standard is available. See the following examples: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
c. Analyze the relationship between a literary text and its historical and/or social context	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 86-90, 132-143, 206-212 Teaching Resources Audiobooks: 14, 15, 25 Paperbacks: 21, 30, 34, 37, 50
d. Analyze the relationship between the structure and the purpose of the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	
A. Writing	
Compose texts using the prewriting and drafting strategies of effective writers and speakers	
Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas	
<ul style="list-style-type: none"> Evaluate topics for personal relevance, scope, and feasibility 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67
<ul style="list-style-type: none"> Begin a coherent plan for developing ideas 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67 Teaching Resources Audiobooks: 63, 64, 65, 66, 67, 68 Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> Explore and evaluate relevant sources of information 	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143
Select, organize, and develop ideas appropriate to topic, audience, and purpose	
<ul style="list-style-type: none"> Organize information logically 	rBook TE and rBook SE: 25, 49, 77, 101, 181B, 227 Resources for Differentiated Instruction Book 2: 89-93, 109-113, 144-146, 147-150 Teaching Resources Audiobooks: 65
<ul style="list-style-type: none"> Use techniques, such as graphic organizers and signal words to complete and clarify organizational structures 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136

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<ul style="list-style-type: none"> • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 	<p>rBook TE and rBook SE: 24-25, 48-49, 76-77, 100-101, 124-125, 150-151, 174-175, 198-199, 226-227</p> <p>Resources for Differentiated Instruction Book 2: 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-106, 109-113</p>
Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
<p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style and a clear, intentional, and consistent voice and tone</p>	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test Taking Strategies: 56-57, 58-59, 60-61, 109, 111, 113</p> <p>Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140</p>
<p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p>	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 29-33, 34-38, 44-48, 49-53, 64-68, 84-88</p>
<p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs</p>	<p>rBook TE and rBook SE: 22-25, 98-101</p> <p>Resources for Differentiated Instruction Book 2: 69-73, 74-78, 79-83, 84-88, 89-93 Test Taking Strategies: 58-59, 103-105, 111-112</p> <p>Teaching Resources Paperbacks: 137, 139</p>
Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies	
<ul style="list-style-type: none"> • Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust 	<p>rBook TE and rBook SE: 172-175, 243</p> <p>Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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<ul style="list-style-type: none"> • Organize ideas to construct a logical progression 	<p>rBook TE and rBook SE: 172-175</p> <p>Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Use diction and syntax that is sincere, honest, and trustworthy 	<p>rBook TE and rBook SE: 172-175</p> <p>Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Use connotation, repetition, parallelism, and figurative language to control audience emotion and reaction 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175, 243</p> <p>Resources for Differentiated Instruction Book 1: 250, 274 Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Use authoritative citations when effective and document appropriately 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175</p> <p>Resources for Differentiated Instruction Book 2: 94, 99, 104, 109, 141 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>

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e. Use writing-to-learn strategies, such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas	<p>rBook TE and rBook SE: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 213</p> <p>Resources for Differentiated Instruction Book 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415</p> <p>Teaching Resources Topic Software: 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285</p> <p>Audiobooks: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 Paperbacks: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131</p>
f. Manage time and process when writing for a given purpose	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114</p>
Compose texts using the revising and editing strategies of effective writers and speakers	
Revise texts for clarity, completeness, and effectiveness	
<ul style="list-style-type: none"> Eliminate redundant and irrelevant words and ideas 	<p>rBook TE and rBook SE: 25, 49, 77, 101, 151, 227</p> <p>Resources for Differentiated Instruction Book 2: 78, 98, 108</p>
<ul style="list-style-type: none"> Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227</p> <p>Resources for Differentiated Instruction Book 2: 18, 33, 58, 73, 88, 114-118</p>
<ul style="list-style-type: none"> Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced 	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227</p> <p>Resources for Differentiated Instruction Book 2: 73, 78, 212-213</p>

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<ul style="list-style-type: none"> Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 102, 152</p> <p>Resources for Differentiated Instruction Book 2: 23, 38, 168-169, 170-171, 174-175</p>
<ul style="list-style-type: none"> Vary sentence types and lengths to clarify and extend meaning and to develop style 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 78-79, 229</p> <p>Resources for Differentiated Instruction Book 2: 18, 73, 154-155, 160-161, 202-203, 210-211, 212-213</p>
<p>Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p>	
<ul style="list-style-type: none"> Self edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> Peer edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> Dictionary 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
<ul style="list-style-type: none"> Thesaurus 	<p>Resources for Differentiated Instruction Book 1: 252-253</p>
<ul style="list-style-type: none"> Spell checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>

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<ul style="list-style-type: none"> • Language handbook 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Grammar checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Style book 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 153, 179, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
Identify how language choices in writing and speaking affect thoughts and feelings	
<p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p>	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138 Test Taking Strategies: 68-69, 116-119</p>
<p>b. Make effective decisions regarding word choice according to connotative and denotative meanings</p>	<p>Resources for Differentiated Instruction Book 1: 250-251</p>

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c. Consider how readers or listeners might respond differently to the same words	rBook TE and rBook SE: 46-49, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 39, 44, 48, 74
Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing	
Assess the effectiveness of diction that reveals his or her purpose	
<ul style="list-style-type: none"> • Language appropriate for a particular audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104-108, 119-123, 134-138, 223
<ul style="list-style-type: none"> • Language suitable for a given purpose 	Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 104, 108, 119, 123, 223 Test Taking Strategies: 68-69, 116-119
<ul style="list-style-type: none"> • Words/phrases/ sentences that extend meaning in a given context 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138, 223 Test Taking Strategies: 68-69, 116-117
b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 196-199, 224-227 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 176-177 Book 2: 14, 39, 64, 223
c. Evaluate the use of transitions in a text	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 58, 114-118, 223, 224-225 Test Taking Strategies: 68-69, 116-119

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Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose	
a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 1: 334
b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 108, 123, 160-161, 223 Test Taking Strategies: 68-69, 116-119
Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify, evaluate, and use sources of information on a self- selected and/or given topic	Resources for Differentiated Instruction Book 1: 323 Book 2: 139-140, 141-143
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self- selected and/or given topic	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 2: 141-143
Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information	
• Appropriate strategies for taking notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146
• Appropriate strategies for organizing source information or notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146 Test Taking Strategies: 66-67
• Information to include or exclude when using a note taking method	Resources for Differentiated Instruction Book 1: 315 Book 2: 139-140, 141-143, 144-146

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<ul style="list-style-type: none"> • Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146 Test Taking Strategies: 66-67</p>
<ul style="list-style-type: none"> • Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146</p>
<ul style="list-style-type: none"> • Use a recognized format for documentation, such as MLA 	<p>Resources for Differentiated Instruction Book 2: 147, 149</p>
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146</p>
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149</p>
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229
Apply knowledge of grammar concepts and skills to control oral and written language**	
a. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts, such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice	<p>rBook TE and rBook SE: 102-103, 126, 127, 176-177</p> <p>Resources for Differentiated Instruction Book 2: 158-159, 160-161, 168-169, 170-171, 176-177, 180-181, 184-185, 214-221</p>
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	<p>rBook TE and rBook SE: 152</p> <p>Resources for Differentiated Instruction Book 2: 156-157, 158-159, 208-209, 210-211, 212-213, 214-221</p>

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c. Differentiate grammatically complete sentences from non- sentences, including comma splices	rBook TE and rBook SE: 78 Resources for Differentiated Instruction Book 2: 158-159, 210-211, 214-221
d. Compose simple, compound, complex, and compound-complex	Resources for Differentiated Instruction Book 2: 154-155, 158-159, 208-209, 210-211, 212-213
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229
Comprehend and apply standard English usage in oral and written language**	
a. Apply appropriate subject/verb agreement, such as agreement involving words of amount, time, and money	rBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 156-157
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 166-167, 168-169, 170-171, 172-174, 176-177, 180-181
c. Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as accept - except	Resources for Differentiated Instruction Book 1: 242-243 Book 2: 160-161, 198-199 Book 3: 66
d. Use available resources to correct or confirm editorial choices	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 2: 244-243, 252-253
e. Explain editorial choices	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225

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C. Mechanics	
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	rBook TE and rBook SE: 27, 51, 125, 127, 153, 201 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 147-150, 196-197, 200-201, 204-205, 206-207
Apply standard English punctuation and capitalization in written language**	
a. Use commas and semicolons correctly, such as in a compound sentence joined by a conjunctive adverb	rBook TE and rBook SE: 103, 127 Resources for Differentiated Instruction Book 2: 73, 206-207, 208-209
b. Use an apostrophe to designate possession with indefinite pronouns and adjectives	Resources for Differentiated Instruction Book 2: 182-183, 184-185
c. Use the mechanics of writing correctly	Resources for Differentiated Instruction Book 2: 196-197, 200-201, 206-207, 208-209
d. Use a colon to introduce a list	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> ©2005.
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
Apply conventional spelling in written language	
a. Use conventional spelling in personal writing	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225

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b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 242-243, 317
c. Use suitable traditional and electronic resources as a spelling aid	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244-243, 252-253
3. Maintain a personal list of words to use in editing original writing	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223
E. Handwriting	
Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 223, 224-225
b. Use word processing technology when appropriate	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 114, 119, 124, 129
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	
a. Use criteria to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 223, 224-226 Book 3: 24, 68
b. Gather information from listening to a speaker	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 23, 38, 70

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c. Use memory techniques for various listening tasks	This objective falls outside the scope of <i>Read 180, Level B</i> .
<u>Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</u>	
a. Ask relevant questions concerning the speaker's content, delivery, and purpose	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74
b. Determine a speaker's purpose and viewpoint	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320, 324 Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
c. Interpret the speech or performance or Presentation	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 176-179 Book 2: 99-103 Book 3: 34, 45, 46, 62, 64, 70
d. Make inferences or draw conclusions based on the presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 302-303, 304-305 Book 2: 14, 39, 74
e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 157A Resources for Differentiated Instruction Book 1: 164-165, 176-177 Book 2: 14, 39, 74, 223, 224-226

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7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes	
a. Select the purpose and format for an oral presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
b. Evaluate the needs and perspectives of the audience	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 1: 322 Book 2: 94-98, 99-103, 104-108, 109-113
d. Use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast that are appropriate to the purpose and topic	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 98-101, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency*	
1. Read orally at an appropriate rate	
a. Read familiar and independent level text at a rate that is conversational and consistent	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 233A Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181
b. Read instructional level text that is challenging yet manageable	rBook TE and rBook SE: 10-11, 12-15, 36-39, 40-43, 60-69, 70-71, 86-87, 88-91, 110-111, 116-119, 136-143, 162-165, 184-185, 190-193, 208-209 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 30, 36, 42, 48, 49, 54, 60, 66, 68 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39, 40, 43, 44, 47, 48, 50, 51
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 181A, 205A, 233A Resources for Differentiated Instruction Book 1: 44, 89, 95, 110, 113, 116, 119, 122, 256, 258, 260, 266, 268
b. Demonstrate appropriate use of phrasing	
<ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text 	rBook TE and rBook SE: 107A, 181A, 205A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use punctuation cues to guide meaning and expression 	rBook TE and rBook SE: 55A, 181A Resources for Differentiated Instruction Book 1: 168-169
<ul style="list-style-type: none"> • Use pacing and intonation (emphasis on certain words) to convey meaning and expression 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70

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<ul style="list-style-type: none"> • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 145, 157A, 181A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Book 3: 68, 70
<ul style="list-style-type: none"> c. Increase sight words read fluently 	Resources for Differentiated Instruction Book 1: 186, 187, 188
1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
<ul style="list-style-type: none"> a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts 	rBook TE and rBook SE: 9, 20-21, 33, 44-45, 57, 72-73, 85, 96-97, 109, 120-121, 133, 146, 159, 170-171, 183, 194-195, 207, 222-223 Resources for Differentiated Instruction Book 1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 274 Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65
<ul style="list-style-type: none"> b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation 	rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 246-247, 248-249, 250-251, 254-255, 262-263, 264-265, 272-273, 274-275 Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65

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2. Apply and refine a conceptual understanding of new words	
a. Classify and categorize increasingly complex words	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 9, 20-21, 44-45, 72-73, 96-97, 120-121, 133, 146-147, 159, 170-171, 194-195, 207, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 236-237, 240-241, 242-243, 246-247, 248-249, 262-263</p> <p>Teaching Resources Topic Software: 16-17, 22-23, 28-29, 34-35, 40-41, 46-47, 52-53, 58-59, 64-65</p>
b. Explain relationships between and among words	<p>rBook TE and rBook SE: 20-21, 72-73, 96-97, 120-121, 146-147, 194-195, 222</p> <p>Resources for Differentiated Instruction Book 1: 240-241, 242-243, 246-247, 248-249, 260-261</p>
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	<p>rBook TE and rBook SE: 164, 187, 192, 194-195, 211</p> <p>Resources for Differentiated Instruction Book 1: 238-239, 254-255, 264-267</p>
b. Use word structure to determine the meanings of words	<p>rBook TE and rBook SE: 44-45, 167, 222-223</p> <p>Resources for Differentiated Instruction Book 1: 256-257, 258-259, 260-261, 262-263, 266-267, 268-269</p>
c. Select and use resources to confirm definitions and gather further information about words	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244-245, 252-253</p>
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 104, 119, 134, 147-150</p>

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).	
E. General Reading Comprehension	
1. Apply and refine comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	rBook TE and rBook SE: 12-15, 16-19, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 208-209, 210-219, 220-221 Teaching Resources Audiobooks: 15, 21, 22, 24, 25 Paperbacks: 13, 18, 21, 23, 28, 29, 30, 31, 34, 37, 46, 50, 52
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	The opportunity to address this objective is available. See the following: Teaching Resources Topic Software: 19, 20, 36, 43, 69 Audiobooks: 14, 15, 19, 20, 25 Paperbacks: 13, 21, 25, 28, 31, 34, 37, 40, 50, 52
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 12-15, 34-35, 36-39, 60-69, 86-87, 110-111, 160-161, 184-185, 208-209, 210-219 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313 Teaching Resources Topic Software: 18, 20, 36, 43, 69 Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 28, 29, 31, 33, 34, 38, 40, 41, 45, 46, 50, 51
2. Use strategies to prepare for reading (before reading)	
a. Select and apply appropriate strategies to prepare for reading the text	rBook TE and rBook SE: 58, 60, 62, 64, 66, 68, 70, 134, 136, 138, 140, 142, 144, 220 Resources for Differentiated Instruction Book 1: 314

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3. Use strategies to make meaning from text (during reading)	
a. Select and apply appropriate strategies to make meaning from text during reading	<p>rBook TE and rBook SE: 59, 63, 65, 67, 69</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Audiobooks: 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 30, 39, 42, 45, 48, 51, 54, 57, 60</p> <p>Paperbacks: 13, 14, 15, 16, 17, 22, 23, 24, 25, 26, 28, 31, 33, 35, 40, 44, 45, 47, 52, 55, 57, 16, 63, 65, 67, 69, 71, 73</p>
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea or argument	<p>rBook TE and rBook SE: 10-11, 12-15, 16-19, 40-41</p> <p>Resources for Differentiated Instruction Book 1: 292-293 Book 2: 79-83</p> <p>Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93</p>
b. Identify and explain information directly stated in the text	<p>rBook TE and rBook SE: 11, 13, 15, 16, 19, 87, 89, 91, 93, 95, 117, 118, 187, 188</p> <p>Resources for Differentiated Instruction Book 1: 172-175, 294-295 Book 2: 79-83</p> <p>Teaching Resources Audiobooks: 20, 45 Paperbacks: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66</p>
c. Draw inferences and/or conclusions and make generalizations	<p>rBook TE and rBook SE: 219</p> <p>Resources for Differentiated Instruction Book 1: 304-305, 402</p>

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d. Confirm, refute, or make predictions and form new ideas	rBook TE and rBook SE: 38, 61, 70, 214 Resources for Differentiated Instruction Book 1: 318, 411 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 45, 119
e. Summarize or paraphrase	rBook TE and rBook SE: 86-87, 88-91, 92-95, 117, 118, 187, 188 Resources for Differentiated Instruction Book 1: 294-295 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131
f. Connect the text to prior knowledge or personal experience	rBook TE and rBook SE: 11, 42, 92, 111, 139, 184, 193 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.	
A. Comprehension of Informational Text	
1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and electronic informational texts	
a. Read, use, and identify the characteristics of primary and secondary sources of academic information	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51

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b. Read, use, and identify the characteristics of workplace and other real-world documents	rBook TE and rBook SE: 29, 53, 105, 179, 203, 231 Resources for Differentiated Instruction Book 1: 325, 328, 329
c. Select and read to gain information from personal interest materials, such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials	rBook TE and rBook SE: 10-11, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 160-161, 162-165, 166-169, 190-193, 208-209, 231 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329 Teaching Resources Topic Software: 18, 19, 20, 21, 24, 26, 27, 32, 33, 36, 37, 43, 48, 49, 56, 57, 60, 61, 63, 67 Audiobooks: 20 Paperbacks: 13, 22, 32, 34, 38, 46, 50, 51
2. Analyze text features to facilitate and extend understanding of informational texts	
a. Analyze print features that contribute to meaning	rBook TE and rBook SE: 10, 16, 34, 36, 88, 92, 110, 160, 162, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
b. Analyze graphic aids that contribute to meaning	rBook TE and rBook SE: 18, 43, 94, 119, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
c. Analyze informational aids that contribute to meaning	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208, 218 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
d. Analyze organizational aids that contribute to meaning	rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 325, 326, 327, 328, 329
e. Analyze online features that contribute to meaning	rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 1: 329

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f. Analyze the relationship between the text features and the content of the text as a whole	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16, 18, 34, 36, 43, 88, 92, 94, 110, 119, 160, 162, 168, 192, 208 Resources for Differentiated Instruction Book 1: 293, 346-347
3. Apply knowledge of organizational patterns of informational text to facilitate understanding and analysis	
a. Analyze the organizational patterns of texts	rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301
b. Analyze the contribution of the organizational pattern	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 34-43, 110-119, 160-169, 184-193 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301
c. Analyze shifts in organizational patterns	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 35, 39, 41, 43, 111, 115, 161, 165, 185, 189 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 327, 327, 328, 329
d. Use organizational pattern to locate specific information	rBook TE and rBook SE: 35, 39, 41, 43, 111, 115, 161, 165, 185, 189 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 327, 327, 328, 329
4. Analyze important ideas and messages in informational texts	
a. Analyze the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 320, 412
b. Analyze the author's argument, viewpoint, or perspective	rBook TE and rBook SE: 81, 128, 129 Resources for Differentiated Instruction Book 1: 321, 322

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c. State and support main ideas and messages	<p>rBook TE and rBook SE: 10-19, 41 86-95</p> <p>Resources for Differentiated Instruction Book 1: 292-293</p> <p>Teaching Resources Topic Software: 19, 21, 24, 25, 27, 30, 32, 33, 36, 38, 43, 44, 48, 49, 50, 51, 62, 66 Paperbacks: 22, 32, 73, 93</p>
d. Summarize or paraphrase	<p>rBook TE and rBook SE: 17, 86-95, 110, 117, 118, 187, 188</p> <p>Resources for Differentiated Instruction Book 1: 294-295</p> <p>Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 27 Paperbacks: 20, 27, 46, 51, 69, 83, 121, 131</p>
e. Identify and explain information not related to the main idea	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 288-289</p> <p>Teaching Resources Topic Software: 20, 21, 24, 30, 31, 33, 38, 42, 45, 50, 54, 55, 60, 61, 62, 63, 66, 68, 69 Audiobooks: 20 Paperbacks: 13, 22, 32, 38, 51</p>
f. Analyze relationships between and among ideas	<p>rBook TE and rBook SE: 13, 40, 88, 117, 163, 169</p> <p>Resources for Differentiated Instruction Book 1: 332</p>
g. Synthesize ideas from text	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169</p> <p>Resources for Differentiated Instruction Book 1: 332</p>

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h. Explain the implications of the text or how someone might use the text	rBook TE and rBook SE: 53, 105, 179, 203 Resources for Differentiated Instruction Book 1: 325, 326, 328, 329
i. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 11, 42, 92, 111, 184, 193 Teaching Resources Audiobooks: 20 Paperbacks: 22, 32, 38, 46, 51
5. Analyze purposeful use of language	
a. Analyze specific word choice that contributes to the meaning and/or creates style	rBook TE and rBook SE: 10, 37, 43, 88, 93, 110, 167, 188, 208
b. Analyze specific language choices to determine tone	Resources for Differentiated Instruction Book 1: 320, 334
c. Analyze the appropriateness of tone	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 334
d. Analyze repetition and variation of specific words and phrases that contribute to meaning	rBook TE and rBook SE: 71, 221
6. Read critically to evaluate informational text	
a. Analyze the extent to which the text or texts fulfill the reading purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 12, 16, 34, 36, 40, 86, 88, 92, 110, 112, 116, 160, 162, 186, 190, 208 Resources for Differentiated Instruction Book 1: 323
b. Analyze the extent to which the structure and features of the text clarify the purpose and the information	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 320, 323, 324 Book 2: 99-103, 223, 224-226 Teaching Resources Audiobooks: 63 Paperbacks: 135

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c. Analyze the text and its information for reliability	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143
d. Analyze the author’s argument or position for clarity and/or bias	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 148-151 Resources for Differentiated Instruction Book 1: 320, 322, 323, 324 Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
e. Analyze additional information that would clarify or strengthen the author’s argument or viewpoint	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 322, 323, 324
f. Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129 Resources for Differentiated Instruction Book 1: 322 Book 2: 94-98, 104-108, 109-113
g. Analyze the effect of elements of style on meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337, 338 Book 2: 53, 99-103
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.	
A. Comprehension of Literary Text	
1. Refine comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52

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b. Listen to critically, read, and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-69, 70, 71, 136-143, 144-145, 210-219, 220-221 Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 51, 52
2. Analyze and evaluate text features to facilitate and extend understanding of literary texts	
a. Analyze text features that contribute to meaning	rBook TE and rBook SE: 56E-56F, 58, 132E-132F, 134, 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 331
3. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation	
a. Distinguish among types of narrative texts	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58, 134, 210 Resources for Differentiated Instruction Book 2: 15, 20, 25, 30, 35
b. Analyze the conflict and its role in advancing the plot	rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
c. Analyze details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text	rBook TE and rBook SE: 58-69, 134-143, 144 Resources for Differentiated Instruction Book 1: 308-309, 334 Teaching Resources Audiobooks: 15, 30 Paperbacks: 25, 29, 39, 79, 107

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d. Analyze characterization	<p>rBook TE and rBook SE: 58-69, 134-143</p> <p>Resources for Differentiated Instruction Book 1: 306-307, 403-404</p> <p>Teaching Resources Audiobooks: 14, 15, 16, 19, 25, 33 Paperbacks: 15, 18, 23, 25, 30, 35, 36-37, 43, 45, 47, 48, 75, 89, 103</p>
e. Analyze relationships between and among characters, setting, and events	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 58-69, 132E-132F, 135, 137, 139, 141, 142, 143, 216</p> <p>Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 333 Book 2: 79, 82</p> <p>Teaching Resources Audiobooks: 36 Paperbacks: 15, 29, 48</p>
f. Analyze the actions of the characters that serve to advance the plot	<p>rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333</p> <p>Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125</p>
g. Analyze conflicts that motivate characters and those that advance the plot	<p>rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143</p> <p>Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333</p> <p>Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125</p>
h. Analyze the author's approach to issues of time in a narrative	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 335</p>

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i. Analyze the point of view and its effect on meaning	rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319
j. Analyze the interactions among narrative elements and their contribution to meaning	rBook TE and rBook SE: 56E-56F, 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143, 216 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310, 311, 333, 335 Book 2: 79, 82 Teaching Resources Audiobooks: 36 Paperbacks: 15, 29, 48
4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poetry	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22
b. Analyze language and structural features to determine meaning	rBook TE and rBook SE: 144-145, 220-221 Resources for Differentiated Instruction Book 1: 330, 338 Book 2: 134 Teaching Resources Audiobooks: 22
c. Analyze sound elements of poetry that contribute to meaning	rBook TE and rBook SE: 71, 144, 145, 221 Resources for Differentiated Instruction Book 1: 338
d. Analyze other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	Resources for Differentiated Instruction Book 1: 338

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5. Analyze and evaluate elements of drama to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of dramas	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
b. Analyze structural features of drama that contribute to meaning	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
c. Analyze how dialogue and stage directions work together to create characters and plot	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 331 Teaching Resources Paperbacks: 20, 27, 52
6. Analyze and interpret important ideas and messages in literary texts	
a. Analyze main ideas and universal themes	rBook TE and rBook SE: 56E-56F, 58, 59, 69, 71 Resources for Differentiated Instruction Book 1: 292-293, 312-313, 337 Teaching Resources Audiobooks: 22, 51 Paperbacks: 16, 61
b. Analyze similar themes across multiple texts	Resources for Differentiated Instruction Book 1: 312-313
c. Summarize or paraphrase	rBook TE and rBook SE: 17 Teaching Resources Topic Software: 20, 25, 39, 45, 67 Audiobooks: 14, 22 Paperbacks: 21, 26, 27, 31, 32, 37, 42, 44, 45, 46, 50, 51

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d. Reflect on and explain personal connections to the text	rBook TE and rBook SE: 83, 157 Teaching Resources Audiobooks: 16, 17, 20, 24, 25 Paperbacks: 14, 15, 16, 19, 22, 23, 25, 26, 27, 30, 31, 32, 35, 37, 38, 40, 44, 46, 47, 51, 52
e. Explain the implications of the text for the reader and/or society	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 31, 83, 107, 131, 157, 181, 205 Teaching Resources Audiobooks: 18, 24 Paperbacks: 22, 23, 26, 30, 34, 47, 50, 51, 52
7. Analyze and evaluate the author’s purposeful use of language	
a. Analyze and evaluate how specific language choices contribute to meaning and create style	rBook TE and rBook SE: 63, 64, 67, 144, 219 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337
b. Analyze and evaluate language choices that create tone	Resources for Differentiated Instruction Book 1: 334
c. Analyze the appropriateness of a particular tone	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 334
d. Analyze and evaluate figurative language that contributes to meaning and/or creates style	rBook TE and rBook SE: 136, 140, 221 Resources for Differentiated Instruction Book 1: 336
e. Analyze imagery that contributes to meaning and/or creates style	rBook TE and rBook SE: 63, 67, 144 Resources for Differentiated Instruction Book 1: 333, 334
f. Analyze elements of style and their contribution to meaning	rBook TE and rBook SE: 61, 63, 64, 67, 140, 144 Resources for Differentiated Instruction Book 1: 334, 335, 336, 337

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8. Read critically to evaluate literary texts	
a. Analyze and evaluate the plausibility of the plot and the credibility of the characters	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 59, 61, 63, 65, 67, 132E-132F, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 300-301, 310-311, 333 Teaching Resources Audiobooks: 36 Paperbacks: 59, 87, 125
b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions	The opportunity to address this standard is available. See the following examples: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 2: 99-103 Teaching Resources Audiobooks: 63 Paperbacks: 135
c. Analyze and evaluate the relationship between a literary text and its historical, social, and/or political context	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 86-90, 132-143, 206-212 Teaching Resources Audiobooks: 14, 15, 25 Paperbacks: 21, 30, 34, 37, 50
d. Analyze the relationship between the structure and the purpose of the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas	
• Evaluate topics for personal relevance, scope, and feasibility	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67

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<ul style="list-style-type: none"> • Begin a coherent plan for developing ideas 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 19, 24, 49, 54, 79, 84, 94, 109, 114, 129, 134 Test Taking Strategies: 64-65, 66-67 Teaching Resources Audiobooks: 63, 64, 65, 66, 67, 68 Paperbacks: 135, 136, 137, 138, 139, 140
<ul style="list-style-type: none"> • Explore and evaluate relevant sources of information 	Resources for Differentiated Instruction Book 1: 323 Book 2: 141-143
b. Select, organize, and develop ideas appropriate to topic, audience, and purpose	
<ul style="list-style-type: none"> • Organize information logically 	rBook TE and rBook SE: 25, 49, 77, 101, 181B, 227 Resources for Differentiated Instruction Book 2: 89-93, 109-113, 144-146, 147-150 Teaching Resources Audiobooks: 65
<ul style="list-style-type: none"> • Use techniques, such as graphic organizers and signal words to complete and clarify organizational structures 	rBook TE and rBook SE: 23, 47, 75, 99, 123, 149, 173, 197, 225 Resources for Differentiated Instruction Book 2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136
<ul style="list-style-type: none"> • Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 	rBook TE and rBook SE: 24-25, 48-49, 76-77, 100-101, 124-125, 150-151, 174-175, 198-199, 226-227 Resources for Differentiated Instruction Book 2: 74-78, 79-83, 84-88, 89-93, 94-98, 99-103, 104-106, 109-113
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172, 175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134 Test Taking Strategies: 56-57, 58-59, 60-61, 109, 111, 113 Teaching Resources Paperbacks: 135, 136, 137, 138, 139, 140

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b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 29-33, 34-38, 44-48, 49-53, 64-68, 84-88
c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective	rBook TE and rBook SE: 22-25, 98-101 Resources for Differentiated Instruction Book 2: 69-73, 74-78, 79-83, 84-88, 89-93 Test Taking Strategies: 58-59, 103-105, 111-112 Teaching Resources Paperbacks: 137, 139
d. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies	
<ul style="list-style-type: none"> • Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust 	rBook TE and rBook SE: 172-175, 243 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Organize ideas to construct a logical progression 	rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135
<ul style="list-style-type: none"> • Use diction and syntax that is sincere, honest, and trustworthy 	rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113 Teaching Resources Audiobooks: 63 Paperbacks: 135

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<ul style="list-style-type: none"> • Use connotation, repetition, and figurative language to control audience emotion and reaction 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175, 243</p> <p>Resources for Differentiated Instruction Book 1: 250, 274 Book 2: 94, 99, 104, 109 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<ul style="list-style-type: none"> • Use authoritative citations when effective and document appropriately 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175</p> <p>Resources for Differentiated Instruction Book 2: 94, 99, 104, 109, 141 Test Taking Strategies: 60-61, 106, 107, 108, 113</p> <p>Teaching Resources Audiobooks: 63 Paperbacks: 135</p>
<p>e. Use writing-to-learn strategies, such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning</p>	<p>rBook TE and rBook SE: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 213</p> <p>Resources for Differentiated Instruction Book 1: 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415</p> <p>Teaching Resources Topic Software: 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285 Audiobooks: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60 Paperbacks: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131</p>

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f. Manage time and process when writing for a given purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 148-151, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114
3. Compose texts using the revising and editing strategies of effective writers and speakers	
a. Revise texts for clarity, completeness, and effectiveness	
<ul style="list-style-type: none"> • Eliminate redundant and irrelevant words and ideas 	rBook TE and rBook SE: 25, 49, 77, 101, 151, 227 Resources for Differentiated Instruction Book 2: 78, 98, 108
<ul style="list-style-type: none"> • Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 18, 33, 58, 73, 88, 114-118
<ul style="list-style-type: none"> • Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 73, 78, 212-213
<ul style="list-style-type: none"> • Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 102, 152 Resources for Differentiated Instruction Book 2: 23, 38, 168-169, 170-171, 174-175
<ul style="list-style-type: none"> • Vary sentence types and lengths to clarify and extend meaning, to demonstrate style, and to sustain audience interest 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 78-79, 229 Resources for Differentiated Instruction Book 2: 18, 73, 154-155, 160-161, 202-203, 210-211, 212-213

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<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation</p>	
<ul style="list-style-type: none"> • Self edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Peer edit 	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 13, 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Dictionary 	<p>rBook TE and rBook SE: 96, 170, 171</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
<ul style="list-style-type: none"> • Thesaurus 	<p>Resources for Differentiated Instruction Book 1: 252-253</p>
<ul style="list-style-type: none"> • Spell checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Language handbook 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>

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<ul style="list-style-type: none"> • Grammar checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<ul style="list-style-type: none"> • Style book 	<p>rBook TE and rBook SE: 27, 51, 79, 103, 153, 179, 201, 229</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 44, 54, 59, 69, 74, 84, 94, 99, 104, 134, 223, 224, 225</p>
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	
<p>a. Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose</p>	<p>rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199</p> <p>Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138 Test Taking Strategies: 68-69, 116-119</p>
<p>b. Differentiate connotative from denotative meanings of words to make precise word choices</p>	<p>Resources for Differentiated Instruction Book 1: 250-251</p>
<p>c. Consider how readers or listeners might respond differently to the same words</p>	<p>rBook TE and rBook SE: 46-49, 196-199, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14, 39, 44, 48, 74</p>

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5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing	
a. Assess the effectiveness of diction that reveals his or her purpose	
<ul style="list-style-type: none"> • Language appropriate for a particular audience 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104-108, 119-123, 134-138, 223
<ul style="list-style-type: none"> • Language suitable for a given purpose 	Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 94, 104, 108, 119, 123, 223 Test Taking Strategies: 68-69, 116-119
<ul style="list-style-type: none"> • Words/phrases/ sentences that extend meaning in a given context 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 44-48, 49-53, 104, 108, 119-123, 134-138, 223 Test Taking Strategies: 68-69, 116-117
b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 196-199, 224-227 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 176-177 Book 2: 14, 39, 64, 223
c. Evaluate the use of transitions and their effectiveness in a text	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 58, 114-118, 223, 224-225 Test Taking Strategies: 68-69, 116-119
6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose	
a. Alter the tone of one’s own writing by revising its diction for a specific purpose and/or audience	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 1: 334

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b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 181B, 199, 227 Resources for Differentiated Instruction Book 2: 108, 123, 160-161, 223 Test Taking Strategies: 68-69, 116-119
7. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify, evaluate, and use appropriate sources of information on a self- selected and/or given topic	Resources for Differentiated Instruction Book 1: 323 Book 2: 139-140, 141-143
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self- selected and/or given topic	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 231 Resources for Differentiated Instruction Book 2: 141-143
c. Use a systematic process for recording, documenting, and organizing this information	
• Appropriate strategies for taking notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146
• Appropriate strategies for organizing source information or notes	Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146 Test Taking Strategies: 66-67
• Information to include or exclude when using a note taking method	Resources for Differentiated Instruction Book 1: 315 Book 2: 139-140, 141-143, 144-146
• Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146 Test Taking Strategies: 66-67
• Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 315 Book 2: 144-146

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<ul style="list-style-type: none"> • Use a recognized format for documentation, such as MLA 	Resources for Differentiated Instruction Book 2: 147, 149
d. Synthesize information from two or more sources to fulfill a self-selected or given purpose	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141-143, 144-146
e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229
2. Apply knowledge of grammar concepts and skills to control oral and written language**	
a. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts	rBook TE and rBook SE: 102-103, 126, 127, 176-177 Resources for Differentiated Instruction Book 2: 158-159, 160-161, 168-169, 170-171, 176-177, 180-181, 184-185, 214-221
b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas	rBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 156-157, 158-159, 208-209, 210-211, 212-213, 214-221
c. Differentiate grammatically complete sentences from non-sentences	rBook TE and rBook SE: 78 Resources for Differentiated Instruction Book 2: 158-159, 210-211, 214-221
d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas	Resources for Differentiated Instruction Book 2: 154-155, 158-159, 208-209, 210-211, 212-213
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 152-153, 176-177, 200-201, 228-229

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2. Comprehend and apply standard English usage in oral and written language**	
a. Apply appropriate English usage, involving subject/verb agreement	rBook TE and rBook SE: 152 Resources for Differentiated Instruction Book 2: 156-157
b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems, such as who – whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 166-167, 168-169, 170-171, 172-174, 176-177, 180-181
c. Recognize and correct common usage errors, such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words, such as accept – except	Resources for Differentiated Instruction Book 1: 242-243 Book 2: 160-161, 198-199 Book 3: 66
d. Use available resources to correct or confirm editorial choices	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 2: 244-243, 252-253
e. Explain editorial choices	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
C. Mechanics	
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	rBook TE and rBook SE: 27, 51, 125, 127, 153, 201 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 147-150, 196-197, 200-201, 204-205, 206-207
2. Apply standard English punctuation and capitalization in written language**	
a. Punctuate at the word level	
• Hyphen	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> ©2005.
• Slash	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> ©2005.
b. Use the mechanics of writing correctly	Resources for Differentiated Instruction Book 2: 196-197, 200-201, 206-207, 208-209

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c. Use available resources for all mechanics of writing rules that may be in flux	This objective falls outside the scope of <i>Scholastic Read 180, Stage B</i> ©2005.
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
2. Apply conventional spelling in written language	
a. Use conventional spelling in personal writing	rBook TE and rBook SE: 25, 49, 77, 101, 125, 151, 175, 199, 227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 119, 223, 224-225
b. Develop self-monitoring strategies for frequently misspelled words	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 242-243, 317
c. Use suitable traditional and electronic resources as a spelling aid	rBook TE and rBook SE: 96, 170, 171 Resources for Differentiated Instruction Book 1: 244-243, 252-253
3. Maintain a personal list of words to use in editing original writing	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

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E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 223, 224-225
b. Use word processing technology when appropriate	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 148-151, 172-175, 196-199 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 44, 49, 54, 59, 64, 69, 74, 84, 89, 94, 99, 114, 119, 124, 129
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	
a. Respond to a speaker's cues appropriately	rBook TE and rBook SE: 83A, 157A Resources for Differentiated Instruction Book 3: 45, 46, 61, 68, 70
b. Identify regional and social language differences	Resources for Differentiated Instruction Book 3: 34, 45, 47, 67
c. Determine and apply criteria to evaluate oral presentations	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 223, 224-226 Book 3: 24, 68
2. Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings	
a. Evaluate the effectiveness of the elements of the speech or performance or presentation	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74, 223, 224-226 Book 3: 24, 68

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b. Interpret the speech or performance or presentation	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 148-151 Resources for Differentiated Instruction Book 1: 176-179 Book 2: 99-103 Book 3: 34, 45, 46, 62, 64, 70
c. Analyze a speaker’s purpose and viewpoint	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 320, 324 Book 2: 14, 39, 74 Book 3: 21, 34, 45, 46, 61, 62, 64
d. Identify and evaluate a speaker’s stylistic devices, such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322, 323, 324 Book 2: 223, 224-226
e. Evaluate a speaker’s credibility, such as bias, hidden agendas, use of research/information from reliable sources	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 129, 155 Resources for Differentiated Instruction Book 1: 322, 323, 324
f. Explain and support a personal response to an oral presentation	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 Resources for Differentiated Instruction Book 2: 14, 39, 74

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7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes	
a. Refine a presentation using varied media	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 14, 39, 74
b. Uses a combination of organizational structures, such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-25, 46-49, 98-101, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 39, 74, 104-108 Book 3: 21, 34, 45, 46, 61, 62, 64
c. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 172-175 Resources for Differentiated Instruction Book 2:94-98, 99-103, 104-108, 109-113