



Scholastic *READ 180 Enterprise*, Stage B
correlated to the
South Carolina English Language Arts Curriculum Standards

Grades 6-8

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August 2007

**Scholastic Read 180, Stage B correlated to
South Carolina English Language Arts Curriculum Standards, Grades 6-8**

Grade 6	Scholastic READ 180, Stage B
	TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software
READING	
Understanding and Using Literary Texts	
Standard 6-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
6-1.1 Analyze literary texts to draw conclusions and make inferences.	TE: 16, 34, 36, 38, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190, 191, 192, 206C, 209, 213, 219, 240; R1: 302-305, 318, 401-402; TS: 18, 25- 27, 31, 36-37, 39, 42, 54-56, 60-61, 66, 69; P: 14-17, 19-20, 22, 24-27, 31, 34-36, 38, 41, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14-15, 17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.
6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.	TE: 60, 136, 242; R1: 319, 324
6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TE: 136, 140, 144, 145, 221, 242; R1: 274, 336; R2: 53, 138; R3: 60
6-1.4 Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.	TE: 158C, 160-169, 191, 240; R1: 296-297, 396; TS: 26, 31, 37, 43, 51, 56, 68; P: 26, 28, 29, 35, 39, 40-41, 44-45, 85, 113, 133; A: 15, 19, 21, 24-25, 39; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are making inferences and identifying cause/effect. Students can return to the passage to find text evidence to help them answer the questions.
6-1.5 Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.	TE: 61, 69, 141, 216, 242; R1: 335

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6-1.6 Compare/contrast main ideas within and across literary texts.	TE: 8C, 10-19, 41, 90, 95, 110, 117, 239; R1: 292, 293, 394; T: 19, 21, 24-25, 27, 30, 32-33, 36, 38, 43-44, 48-51, 62, 66; P: 16, 22, 32, 61, 73, 93; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.
6-1.7 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	TE: 74-77, 244
6-1.8 Carry out independent reading for extended periods of time to derive pleasure.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i>
6-1.9 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains) and drama (including stage directions and the use of monologues).	TE: 70-71, 144, 220-221; R1: 361, 386; R3: 36; A: 22
6-1.10 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).	TE: 12, 80, 60, 116, 136, 154, 184, 186, 190, 208, 210, 230; R1: 343, 345-346, 349, 351-352, 355, 357-359, 360, 362-364, 366-367, 369, 370, 372-373, 375-377, 379, 381, 383-387, 389; A: 14-25; P: L1, L2, L3, L4, 13-52; TS: 71-214; S: <i>Reading Zone, Success Zone.</i>
Understanding and Using Informational Texts.	
Standard 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
6-2.1 Analyze central ideas within and across informational texts.	TE: 8C, 10-19, 41, 90, 95, 110, 117, 239; R1: 292-293, 394; TS: 19, 21, 24-25, 27, 30, 33, 36, 38, 43, 44, 48, 49-51, 62; P: 16, 22, 32, 61, 73, 93; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.

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6-2.2 Analyze informational texts to draw conclusions and make inferences.	<p>TE: 16, 34, 36, 38, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190-192, 206C, 209, 213, 219, 240; R1: 302-305, 401-402; TS: 18, 25-27, 31-32, 36-37, 39, 42, 54-56, 60-61, 66, 69; P: 14-17, 19-20, 22, 26, 27, 31, 34-36, 38, 41-42, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14-17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-2.3 Understand indicators of an author's bias such as the omission of relevant facts and statements of unsupported opinions.	TE: 129
6-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	TE: 22-25, 98-101, 243
6-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i>
6-2.6 Interpret information that text elements such as print styles and chapter headings provide to the reader.	N/A
6-2.7 Interpret information from graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers.	<p>TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 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, 133; S: <i>Reading Zone</i></p>
6-2.8 Interpret information from functional text features such as tables of contents and glossaries.	N/A
6-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.	<p>TE: 38, 61, 158C, 160-169, 191, 240; R1: 296, 297, 396, 411; TS: 26, 31, 37, 43, 51, 56, 68; P: 26, 28, 29, 35, 39, 40-41, 44-45, 85, 99, 119, 113, 133; A: 15, 19, 21, 24, 25, 39, 48; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are making inferences and identifying cause/effect. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-2.10 Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.	R1: 322
Building Vocabulary	

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Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.	
6-3.1 Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.	TE: 96, 116, 119, 164, 186, 192, 194, 210, 222, 237; R1: 238, 240, 254, 264; R3: 63
6-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.	TE: 44, 45, 167, 222, 223, 234, 236; R1: 256, 258, 266, 268
6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TE: 10, 36, 88, 93, 170, 188, 208, 215, 216, 235; R1: 272; R3: 67
6-3.4 Distinguish between the denotation and the connotation of a given word.	R1: 250
WRITING	
Developing Written Communications	
Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
6-4.1 Use prewriting techniques to organize written works.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226; R1: 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
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).	TE: 22-25, 31, 46-49, 55, 62, 66, 70, 74-77, 83, 98-101, 107, 114, 131, 148-151, 157, 172-175, 181, 196-199, 205, 210, 233, 243, 244; R2: 158, 159

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<p>6-4.5 Use proofreading skills to edit for the correct use of written Standard American English:</p> <ul style="list-style-type: none"> • the uses of the semicolon and • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences. 	<p>TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; R1: 204; R2: 214-221; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
<p>6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.</p>	<p>TE: 25, 49, 77, 101, 125, 151, 175, 199, 227; R2: 73, 108</p>
<p>Producing Written Communications in a Variety of Forms</p>	
<p>Standard 6-5 The student will write for a variety of purposes and audiences.</p>	
<p>6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.</p>	<p>TE: 22-25, 98-101, 243; R2: 69, 72, 74, 77, 79, 82, 84, 87, 89, 93</p>
<p>6-5.2 Create narratives that have a fully developed plot and a consistent point of view.</p>	<p>TE: 46-49, 59-61, 63, 65, 66-67, 69, 135-137, 139, 141-145, 224-227, 242, 244; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43; TS: 18, 24, 30, 44, 48, 49, 61; P: 13-25, 29, 30, 33-38, 40, 43, 45, 47-49, 52, 59, 67, 75, 79, 87, 89, 95, 97, 103, 107, 115, 125, 127, 129; A: 14-19, 23-25, 30, 33, 36, 57; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>6-5.3 Create written descriptions using precise language and vivid details.</p>	<p>TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137</p>
<p>6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p>	<p>TE: 122, 172-175, 243; R2: 94, 97, 99, 102, 104, 107, 109, 113</p>
<p>RESEARCHING</p>	
<p>Applying the Skills on Inquiry and Oral Communication</p>	
<p>Standard 6-6 The student will access and use information from a variety of sources.</p>	

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6-6.1 Clarify and refine a research topic.	R2: 139-150
6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 16, 17, 90, 95, 110, 117
6-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.	R2: 147, 149
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
6-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226
6-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
6-6.7 Use a variety of print and electronic reference materials.	Teacher can expand upon research paper lessons found within text, e.g., TE: 231; R2: 141-142
6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R1: 244, 252; R2: 139, 140

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READING	
Understanding and Using Literary Texts	
Standard 7-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
7-1.1 Analyze literary texts to draw conclusions and make inferences.	<p>TE: 16, 34, 36, 38, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190-192, 206C, 209, 213, 219, 240; R1: 302-305, 318, 401, 402; TS: 18, 25- 27, 31, 36-37, 39, 42, 54-56, 60-61, 66, 69; P: 14-17, 19-20, 22, 24-27, 31, 34-36, 38, 41, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14-15, 17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
7-1.2 Explain the effect of point of view on a given narrative text.	TE: 59-60, 69-71, 136, 242; R1: 312-313, 319, 409; P: 27, 49; A: 24, 51
7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).	TE: 136, 242; R1: 274; R2: 53, 138
7-1.4 Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.	TE: 59, 61, 63, 65-67, 69, 135, 137, 139, 141-143, 242; R1: 306-307; P: 75, 89, 103, 127, 129; A: 33
7-1.5 Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.	TE: 61, 63, 64, 67, 69, 138, 141, 144, 216, 242; R1: 334-337; R3: 68
7-1.6 Analyze a given literary text to determine its theme.	TE: 59-60, 69-71, 136, 242; R1: 312-313, 319, 409; P: 27, 49; A: 24, 51
7-1.7 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	TE: 74-77, 244
7-1.8 Carry out independent reading for extended periods of time to derive pleasure.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i>

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Understanding and Using Informational Texts	
Standard 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
7-2.1 Analyze central ideas within and across informational texts.	<p>TE: 8C, 10-19, 41, 239; R1: 292-293, 394; TS: 19-21, 24-25, 27, 30-31, 33, 36, 38, 42-45, 48-51, 54-55, 60-63; P: 13, 15, 19-22, 24, 28, 29, 31-33, 38, 40-41, 50-51, 55, 61, 71, 73, 77, 93, 111; A: 14, 16, 20, 25, 45, 60; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
7-2.2 Analyze information within and across texts to draw conclusions and make inferences.	<p>TE: 16, 34, 36, 38, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190, 191, 192, 206C, 209, 213, 219, 240; R1: 302-305, 332, 401-402, 415; TS: 18, 25-27, 31-32, 36-37, 39, 42, 54-56, 60-61, 66, 69; P: 14-17, 19-20, 22, 26-27, 31, 34-36, 38, 41-42, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14-15, 17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
7-2.3 Identify indicators of author bias such as word choice and the exclusion and inclusion of particular information.	TE: 129
7-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	TE: 22-25, 98-101, 243
7-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i>
7-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.	N/A
7-2.7 Analyze information from graphic features such as charts and graphs in informational texts.	<p>TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 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, 133; S: <i>Reading Zone</i></p>
7-2.8 Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.	TE: 122, 172-175, 243; R1: 322

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Building Vocabulary	
Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.	
7-3.1 Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.	TE: 96, 116, 119, 164, 186, 192, 194, 210, 222, 237; R1: 238, 240, 254, 264; R3: 63
7-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.	TE: 44, 45, 167, 222-223, 234, 236; R1: 256, 258, 266, 268
7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TE: 10, 36, 88, 93, 170, 188, 208, 215, 216, 235; R1: 272; R3: 67
7-3.4 Interpret the connotations of words to understand the meaning of a given text.	TE: 96, 170-171, 234-238; R1: 244, 250, 252; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
WRITING	
Developing Written Communications	
Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
7-4.1 Use prewriting techniques to organize written works.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226; R1: 16, 21, 26, 21, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136
7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137

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7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
7-4.4 Use the conventions of written Standard American English.	TE: 22-25, 31, 46-49, 55, 62, 66, 70, 74-77, 83, 98-101, 107, 114, 131, 148-151, 157, 172-175, 181, 196-199, 205, 210, 233, 243, 244; R2: 158, 159
7-4.5 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; R1: 204; R2: 214-221; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.
7-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227; R2: 108, 133
Producing Written Communications in a Variety of Forms	
Standard 7-5 The student will write for a variety of purposes and audiences.	
7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.	R2: 86-87, 101-102; P: 137; A: 65
7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.	TE: 46-49, 224-227, 244; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43
7-5.3 Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.	TE: 22-25, 46-49, 98-101, 172-175, 224-227, 243-244; R1: 14, 19, 24, 29, 34, 39, 69, 74, 84, 89, 94, 99, 104, 109
7-5.4 Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.	TE: 122, 172-175, 243; R2: 94, 97, 99, 102, 104, 107, 109, 113
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard 7-6 The student will access and use information for a variety of purposes.	

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7-6.1 Clarify and refine a research topic.	R2: 139-150
7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 16, 17, 90, 95, 110, 117
7-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.	R2: 147, 149
7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
7-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226
7-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
7-6.7 Use a variety of print and electronic reference materials.	Teacher can expand upon research paper lessons found within text, e.g., TE: 231; R2: 141-142
7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R1: 244, 252; R2: 139-140

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READING	
Understanding and Using Literary Texts	
Standard 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
8-1.1 Compare/contrast ideas within and across literary texts to make inferences.	<p>TE: 16, 34, 36, 38, 61, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190, 191, 192, 206C, 209, 213, 219, 240; R1: 302-305, 332, 401-402, 415; TS: 18, 25-26, 27, 31-32, 36, 37, 39, 42, 54-56, 60-61, 66, 69; P: 14-20, 22, 26-27, 31, 34-36, 38, 41-42, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14-15, 17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
8-1.2 Explain the effect of point of view on a given literary text.	<p>TE: 59-60, 69, 70-71, 136, 242; R1: 312-313, 319, 409; P: 27, 49; A: 24, 51</p>
8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).	<p>TE: 136, 242; R1: 274; R2: 53, 138</p>
8-1.4 Analyze a given literary text to determine its theme.	<p>TE: 59-60, 69, 70-71, 136, 242; R1: 312-313, 319, 409; P: 27, 49; A: 24, 51</p>
8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.	<p>TE: 61, 69, 141, 216, 242; R1: 335</p>
8-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	<p>TE: 74-77, 244</p>
8-1.7 Carry our independent reading for extended periods of time to derive pleasure.	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i></p>
Understanding and Using Informational Texts	
Standard 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	

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8-2.1 Compare/contrast central ideas within and across informational texts.	<p>TE: 8C, 10-19, 41, 185, 239; R1: 292, 293, 394; T: 19, 21, 24-25, 27, 30, 32-33, 36, 38, 43-44, 48-51, 62, 66; P: 16, 22, 32, 61, 73, 93; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.	<p>TE: 16, 34, 36, 8, 62, 66, 68, 86, 90, 94, 134, 169, 184, 190, 191, 192, 206C, 209, 213, 219, 240; R1: 302-305, 332, 401-402, 415; TS: 18, 25-27, 31-32, 36-37, 39, 42, 54-55, 56, 60-61, 66, 69; P: 14-17, 19, 20, 22, 26-27, 31, 34-36, 38, 41-42, 44, 46, 50, 52, 57, 63, 91, 109, 117; A: 14, 15, 17, 19-24, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
8-2.3 Analyze informational texts for indicators of author bias such as word choice and the exclusion and inclusion of particular information.	<p>TE: 129</p>
8-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	<p>TE: 22-25, 98-101, 243</p>
8-2.5 Carry out independent reading for extended periods of time to gain information.	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; RD1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i></p>
8-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.	<p>N/A</p>
8-2.7 Analyze information from graphic features such as charts and graphs in informational texts.	<p>TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 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, 133; S: <i>Reading Zone</i></p>
8-2.8 Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.	<p>TE: 122, 172-175, 243; R1: 322</p>
Building Vocabulary	
Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.	

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8-3.1 Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.	TE: 96, 116, 119, 164, 186, 192, 194, 210, 222, 237; R1: 238, 240, 254, 264; R3: 63
8-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.	TE: 44-45, 167, 222-234, 236; R1: 256, 258, 266, 268
8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TE: 10, 36, 88, 93, 170, 188, 208, 215, 216, 235; R1: 272; R3: 67
8-3.4 Interpret the connotations of words to understand the meaning of a given text.	TE: 96, 170-171, 234-238; R1: 244, 250, 252; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
WRITING	
Developing Written Communications	
Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
8-4.1 Use prewriting techniques to organize written works.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226; R1: 16, 21, 26, 21, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136
8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137
8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137

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8-4.4 Use the conventions of written Standard American English.	TE: 22-25, 31, 46-49, 55, 62, 66, 70, 74-77, 83, 98-101, 107, 114, 131, 148-151, 157, 172-175, 181, 196-199, 205, 210, 233, 243, 244; R2: 158, 159
8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.	TE: 27, 51, 79, 103, 127, 153, 177, 201, 229; R1: 204; R2: 214-221; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.
8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	TE: 25, 49, 77, 101, 125, 151, 175, 199, 227; R2: 108, 133
Producing Written Communications in a Variety of Forms	
Standard 8-5 The student will write for a variety of purposes and audiences.	
8-5.1 Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.	R2: 101-102; P: 136; A: 64
8-5.2 Create narratives such as memoirs that communicate the significance of particular personal relationships.	R1: 19
8-5.3 Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.	TE: 22-25, 46-49, 98-101, 172-175, 224-227, 243-244; R1: 14, 19, 24, 29, 34, 39, 69, 74, 84, 89, 94, 99, 104, 109
8-5.4 Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.	TE: 122, 172-175, 243; R2: 94, 97, 99, 102, 104, 107, 109, 113
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard 8-6 The student will access and use information for a variety of purposes.	
8-6.1 Clarify and refine a research topic.	R2: 139-150
8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.	TE: 16-17, 90, 95, 110, 117

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8-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.	R2: 147, 149
8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
8-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226
8-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
8-6.7 Use a variety of print and electronic reference materials.	Teacher can expand upon research paper lessons found within text, e.g., TE: 231; R2: 141-142
8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R1: 244, 252; R2: 139, 140