

Scholastic Read 180, Stage B ©2005
correlated to
Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities
Grade 6

Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 6	Scholastic Read 180, Stage B ©2005
Standard 1.1: Reading Strategies	
Early Reading Skills and Strategies:	
Phonological Awareness	
R6: 1 No GLE at this grade level	
Concepts of Print	
R6: 2 No GLE at this grade level	
Word Identification Skills and Strategies	
R6: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes) (*See Appendix for the six syllable types.) 	rBook TE and rBook SE: 44, 45, 72, 167 Resources for Differentiated Instruction Book 1: 38-39, 110-112, 113-115, 116-118, 119-121, 122-124, 125-127, 128-130, 131-133, 134-136, 137-139, 256-257, 258-259
Context and Self-Correction Strategies	
R6: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265
Vocabulary Strategies and Breadth of Vocabulary	
R6: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) R-6-2.1 	rBook TE and rBook SE: 42, 44, 45, 92, 96, 138, 140, 164, 170, 171, 184, 187, 194, 211, 222, 223 Resources for Differentiated Instruction Book 1: 238-239, 244-245, 252-253, 254-255, 256-257, 258-259, 264-265 Book 3: 63
R6: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or simple analogies R-6-3.1 	rBook TE and rBook SE: 20, 21, 120, 146 Resources for Differentiated Instruction Book 1: 242-243, 246-247, 248-249, 250-251, 254-255 Book 2: 63, 108 Book 3: 28, 66
<ul style="list-style-type: none"> Describing words in terms of categories, functions, or features 	rBook TE and rBook SE: 102, 126, 176, 200, 228 Resources for Differentiated Instruction Book 2: 162-163, 164-165, 166-167, 172-173, 176-177, 180-181, 186-187, 192-193

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<ul style="list-style-type: none"> Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary R–6–3.2 	rBook TE and rBook SE: 97, 164, 187, 192, 194, 211, 222 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255 Book 3: 21, 35, 63
Comprehension Strategies	
R6: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 42, 62, 88, 95, 111, 135, 163, 187, 209 Resources for Differentiated Instruction Book 1: 288-289, 292-293, 296-297, 300-301, 302-303, 304-305 Teaching Resources Paperbacks: 15, 23, 27, 35
Monitoring and Adjusting Strategies	
R6: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> Sampling a page of text for readability and interest 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 40, 60, 88, 112, 136, 162, 186, 210 Resources for Differentiated Instruction Book 1: 314
<ul style="list-style-type: none"> Previewing, skimming, and scanning text selections 	rBook TE and rBook SE: 10, 40, 56, 60, 88, 112, 132, 136, 162, 186, 210 Resources for Differentiated Instruction Book 1: 314
<ul style="list-style-type: none"> Stopping to reread, adjust pace, and use other strategies as needed 	rBook TE and rBook SE: 18, 40, 118, 187, 188, 217 Resources for Differentiated Instruction Book 1: 294-295, 317 Teaching Resources Paperbacks: 20, 27, 46, 51

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Standard 1.2: Reading Accuracy	
Accuracy and Fluency	
R6: 9 Reads grade-level-appropriate material with:	
<ul style="list-style-type: none"> Accuracy: reading material appropriate for grade 6 with 90–94% accuracy (See Appendix for sample titles.) 	<p>The opportunity to address this objective is available. See the following:</p> <p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p> <p>Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66</p>
<ul style="list-style-type: none"> Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.) 	<p>rBook TE and rBook SE: 40</p> <p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p> <p>Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66</p>
<ul style="list-style-type: none"> Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 	<p>rBook TE and rBook SE: 145</p> <p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p>
Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Initial Understanding of Literary Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R6: 10 Demonstrate initial understanding of elements of literary text by...	
<ul style="list-style-type: none"> Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time R–6–4.1 	<p>rBook TE and rBook SE: 58-69, 134-143, 144</p> <p>Resources for Differentiated Instruction Book 1: 301, 306-307, 308-309, 310-311, 312-313</p> <p>Teaching Resources Audiobooks: 15, 16, 17, 24 Paperbacks: 15, 19, 23, 25, 29, 30, 33, 37, 39, 43, 48, 49</p>

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<ul style="list-style-type: none"> Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R–6–4.2 	rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 295, 310-311 Teaching Resources Audiobooks: 17, 36 Paperbacks: 15, 29, 36, 48, 59, 87, 101, 125
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths) 	Resources for Differentiated Instruction Book 1: 330, 331, 332, 337, 338
R6: 11 Demonstrate initial understanding of author’s craft used in literary texts by...	
<ul style="list-style-type: none"> Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, flashback, onomatopoeia, or repetition 	rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221 Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 335, 336, 338
Initial Understanding of Informational Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R6: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...	
<ul style="list-style-type: none"> Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) R–6–7.1 	rBook TE and rBook SE: 18, 43, 94, 114, 119, 160, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
<ul style="list-style-type: none"> Using information from the text to answer questions related to main/central ideas or key details R–6–7.2 	rBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19, 41, 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 288-289, 292-293 Teaching Resources Paperbacks: 22, 32, 73, 93

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<ul style="list-style-type: none"> Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) R–6–7.3 	rBook TE and rBook SE: 10-19, 34-43, 86-95, 110-119, 160-169, 184-193, 208-213 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294, 296-297, 298-299, 300, 302-303, 305, 315, 321 Teaching Resources Audiobooks: 20, 45 Paperbacks: 32, 38, 46, 51, 93, 105, 121, 131
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, content trade books, textbooks, newspapers, public documents and discourse, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 36, 40, 81, 160, 184, 190, 203, 210, 231 Resources for Differentiated Instruction Book 1: 325, 327, 328, 329
Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices	
Analysis and Interpretation of Literary Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R6: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
<ul style="list-style-type: none"> Explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) R–6–5.1 	rBook TE and rBook SE: 61, 70 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 35, 36, 42, 45, 99, 119
<ul style="list-style-type: none"> Describing characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time R–6–5.2 	rBook TE and rBook SE: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 306-307, 403-404 Teaching Resources Audiobooks: 16 Paperbacks: 23, 30, 37, 49

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<ul style="list-style-type: none"> Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters’ actions or thinking) R–6–5.3 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 62, 66, 68</p> <p>Resources for Differentiated Instruction Book 1: 302-303</p> <p>Teaching Resources Audiobooks: 15, 17, 19, 21, 23, 24 Paperbacks: 14, 15, 16, 17, 19, 20, 26, 27, 44</p>
<ul style="list-style-type: none"> Explaining how the narrator’s point of view affects the reader’s interpretation R–6–5.4 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60, 136</p> <p>Resources for Differentiated Instruction Book 1: 319, 324</p>
<ul style="list-style-type: none"> Identifying author’s message or theme R–6–5.5 	<p>rBook TE and rBook SE: 59, 69, 70, 71</p> <p>Resources for Differentiated Instruction Book 1: 312-313</p> <p>Teaching Resources Audiobooks: 22, 51 Paperbacks: 27, 49</p>
R6: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...	
<ul style="list-style-type: none"> Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works R–6–6.1 	<p>rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221</p> <p>Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 333, 335, 336, 338</p>
R6: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...	
<ul style="list-style-type: none"> Comparing stories or other texts to related personal experience, prior knowledge, or other books 	<p>rBook TE and rBook SE: 58, 70, 134, 139, 144, 220</p>

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Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Analysis and Interpretation of Informational Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R6: 16 Analyze and interpret informational text, citing evidence as appropriate by...	
<ul style="list-style-type: none"> Connecting information within a text or across texts R–6–8.1 	rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R–6–8.2 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant R–6–8.3 	rBook TE and rBook SE: 16, 34, 36, 38, 90, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 320 Teaching Resources Topic Software: 25, 27, 39, 50, 55, 61 Audiobooks: 20 Paperbacks: 22, 38, 46
<ul style="list-style-type: none"> Distinguishing fact from opinion, and identifying possible bias/propaganda R–6–8.4 	rBook TE and rBook SE: 81, 128, 129 Resources for Differentiated Instruction Book 1: 321, 322
<ul style="list-style-type: none"> Making inferences about causes or effects R–6–8.5 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 36, 38, 90, 160-161, 162-165, 166-169, 184, 190, 191, 192, 208-219 Resources for Differentiated Instruction Book 1: 296-297, 302-303 Teaching Resources Topic Software: 26, 31, 37, 43, 51, 57, 68 Paperbacks: 34, 97

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Standard 1.4: Reading Range of Text	
Reading Extensively	
R6: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .
Reading Widely and In Depth	
R6: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths; informational: thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks; and practical/ functional texts: procedures, instructions, menus, recipes, announcements invitations, advertisements, pamphlets) 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 16-19, 36-39, 60-69, 70-71, 92-95, 110-111, 116-119, 190-193, 210-219</p> <p>Teaching Resources Audiobooks: 14, 17, 18, 20, 22 Paperbacks: 13, 20, 21, 24, 50</p>
<ul style="list-style-type: none"> Reading at least the equivalent of four books by an author, about a subject, or in one genre 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .
Standard 1.4: Reading Range of Text	
Standard 5.12: Literate Community	
Literate Community	
R6: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> Self-selecting reading materials in line with reading ability and personal interests 	<p>The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 20, 24, 28, 32, 33, 39, 44, 50</p>
<ul style="list-style-type: none"> Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 12, 34, 36, 57, 58, 77, 85, 88, 110, 125, 135, 151, 160, 207, 210</p> <p>Teaching Resources Topic Software: 21, 32, 51, 63 Audiobooks: 15, 23 Paperbacks: 18, 28, 37, 45</p>

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Standard 1.5: Writing Dimensions	
Writing Process	
W6: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 244-229 Resources for Differentiated Instruction Book 2: 14, 34, 49, 64, 74, 84, 99, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67
Standard 1.6: Writing Conventions	
Writing Conventions	
W6: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> Applying rules of standard English usage to correct grammatical errors 	rBook TE and rBook SE: 26, 50, 78, 79, 102, 126, 152, 176, 177, 200, 228, 229 Resources for Differentiated Instruction Book 2: 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Applying basic capitalization rules 	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Using punctuation to clarify meaning 	rBook TE and rBook SE: 27, 103, 127, 201 Resources for Differentiated Instruction Book 2: 14, 29, 39, 59, 64, 84, 99, 200-201, 204-205, 206-207
W6: 3 In independent writing, students demonstrate command of conventional English spelling by...	
<ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations 	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 1: 242-243, 256-257, 258-259 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate word groups that share a common root (e.g., “report,” “imported,” “transportation,” “portable”) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 72-73, 79, 103, 127, 146-147, 153, 177, 201, 222-223, 229

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Standard 5.18: Structures	
Structures of Language	
W6: 4 Students demonstrate command of the structures of the English language by...	
<ul style="list-style-type: none"> Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) 	Resources for Differentiated Instruction Book 2: 73, 208-209, 212-213
<ul style="list-style-type: none"> Using the paragraph form: indenting, main idea, supporting details 	rBook TE and rBook SE: 22-25, 46-49, 74-77, 98-101, 122-125, 172-175, 196-199, 224-227 Resources for Differentiated Instruction Book 2: 14, 19, 24, 34, 39, 64, 89, 109
<ul style="list-style-type: none"> Recognizing organizational text structures within paragraphs 	rBook TE and rBook SE: 24, 48, 76, 100, 124, 150, 174, 198, 226 Resources for Differentiated Instruction Book 2: 54-58, 69-73, 74-78, 94-98, 104-108, 114-118
<ul style="list-style-type: none"> Using a format and text structure appropriate to the purpose of the writing 	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: 14, 29, 39, 49, 54, 64, 69, 79, 89, 94, 104, 109, 114, 129, 134
Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text	
Writing in Response to Literary or Informational Text	
W6: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> Selecting appropriate information to set context/background 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Summarizing key ideas 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 74-77, 83, 107, 131, 148-151, 157, 181, 205

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W6: 6 In response to literary or informational text, students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Using specific details and references to text or relevant citations to support focus or judgment 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Making inferences about the relationship(s) among content, events, characters, setting, or common themes 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
W6: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> Organizing ideas using transition words/phrases and writing a conclusion that provides closure 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Addressing the reader’s possible questions 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Using effective voice and tone (word choice sentences with embedded phrases and clauses) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103

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Standard 1.8: Reports	
Standard 1.19: Research	
Informational Writing: Reports	
W6: 8 In reports, students organize information/concepts by...	
<ul style="list-style-type: none"> • Using an organizational text structure appropriate to focus/controlling idea 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
<ul style="list-style-type: none"> • Selecting appropriate information to set context, which may include a lead/hook 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Using transition words or phrases appropriate to organizational text structure 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Writing a conclusion that provides closure 	Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Obtaining information from multiple locations or sources when appropriate 	Resources for Differentiated Instruction Book 2: 141-143
<ul style="list-style-type: none"> • Listing sources at end of a report, if appropriate 	Resources for Differentiated Instruction Book 2: 141-143, 147-150
W6: 9 In reports, students effectively convey a perspective on a subject by...	
<ul style="list-style-type: none"> • Stating and maintaining a focus/controlling idea (purpose) on a topic 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
W6: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and excluding extraneous information 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Addressing readers’ concerns (e.g., providing context) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150

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Standard 1.9: Narratives	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Narratives	
W6: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> • Creating a clear and coherent (logically consistent) story line 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42
<ul style="list-style-type: none"> • Using transition words/phrases to establish clear chronology and enhance meaning 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42
<ul style="list-style-type: none"> • Establishing context, problem/conflict/challenge, and resolution, and maintaining point of view (1st person, 3rd person, or omniscient) 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
W6: 12 Students demonstrate use of narrative strategies by...	
<ul style="list-style-type: none"> • Using relevant and descriptive details and sensory language to advance the story line 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • Using dialogue to advance action 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • Developing characters through description, speech and actions 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • Using voice appropriate to purpose 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • Maintaining focus 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43

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Standard 1.10: Procedures	
Informational Writing: Procedures	
W6: 13 In written procedures, students organize steps of procedures by...	
<ul style="list-style-type: none"> • Providing a purpose by giving context to let the reader know when the procedure is appropriate 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • Using a variety of transitions to arrange the steps in a logical manner 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • Using details and examples to help the reader understand and visualize the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • Providing a list of specific materials, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • Providing a conclusion that advances the reader’s understanding or appreciation of the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
W6: 14 In written procedures, students anticipate the readers’ needs by...	
<ul style="list-style-type: none"> • Addressing problems that might arise for the reader (e.g., potential problems, safety) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • Creating a format that is easy to follow 	Resources for Differentiated Instruction Book 2: 114-118
Standard 1.11: Persuasive Writing	
Informational Writing: Persuasive Writing	
W6: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
<ul style="list-style-type: none"> • Restating the issue or problem and stating a clear position (purpose) 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61
W6: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
<ul style="list-style-type: none"> • Providing and elaborating on with appropriate facts and details 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61

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<ul style="list-style-type: none"> Addressing the reader’s potential concerns or counterarguments 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113</p>
Standard 1.12: Personal Essay	
Expressive Writing: Reflective Essay	
W6: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> Using concrete details and sensory language to establish context (purpose) 	<p>rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19-23</p>
<ul style="list-style-type: none"> Establishing or evolving focus 	<p>rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19-23</p>
<ul style="list-style-type: none"> Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting 	<p>rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19-23</p>
<ul style="list-style-type: none"> Having coherent organization 	<p>rBook TE and rBook SE: 46-49, 74-77, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 19-23</p>
Standard 1.23: Poetry	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Poetry	
W6: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> Writing poems in a variety of voices for a variety of audiences (purpose) 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138</p>
<ul style="list-style-type: none"> Writing poems that express feeling or thought 	<p>Resources for Differentiated Instruction Book 2: 134-138</p>
W6: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> Selecting vocabulary according to purpose or for effect on audience 	<p>Resources for Differentiated Instruction Book 2: 134-138</p>
<ul style="list-style-type: none"> Using rhyme, rhythm, repetition, or figurative language 	<p>Resources for Differentiated Instruction Book 2: 134-138</p>

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<ul style="list-style-type: none">• Using a variety of poetic forms	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138

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Standard 1.1: Reading Strategies	
Early Reading Skills and Strategies:	
Phonological Awareness	
R7: 1 No GLE at this grade level	
Concepts of Print	
R7: 2 No GLE at this grade level	
Word Identification Skills and Strategies	
R7: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> • Identifying multisyllabic words by using knowledge of sounds, syllables, and derivational roots (Greek, Latin, Anglo-Saxon) 	rBook TE and rBook SE: 222-223 Resources for Differentiated Instruction Book 1: 38-39, 110-112, 113-115, 116-118, 119-121, 122-124, 125-127, 128-130, 131-133, 134-136, 137-139, 256-257, 258-259, 266-267, 268-269
Context and Self-Correction Strategies	
R7: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> • Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265
Vocabulary Strategies and Breadth of Vocabulary	
R7: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) R-7-2.1 	rBook TE and rBook SE: 42, 44, 45, 92, 96, 138, 140, 164, 170, 171, 184, 187, 172, 194, 211, 222, 223 Resources for Differentiated Instruction Book 1: 238-239, 244-245, 252-253, 254-255, 256-257, 258-259, 264-265 Book 3: 63
R7: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or analogies R-7-3.1 	rBook TE and rBook SE: 20, 21, 120, 146 Resources for Differentiated Instruction Book 1: 242-243, 246-247, 248-249, 250-251, 254-255 Book 2: 63, 108 Book 3: 28, 66
<ul style="list-style-type: none"> • Describing words in terms of categories, functions, or features 	rBook TE and rBook SE: 102, 126, 176, 200, 228 Resources for Differentiated Instruction Book 2: 162-163, 164-165, 166-167, 172-173, 176-177, 180-181, 186-187, 192-193

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<ul style="list-style-type: none"> Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary R–7–3.2 	rBook TE and rBook SE: 97, 164, 187, 192, 194, 211, 222 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255 Book 3: 21, 35, 63
Comprehension Strategies	
R7: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 42, 62, 88, 95, 111, 135, 163, 187, 209 Resources for Differentiated Instruction Book 1: 288-289, 292-293, 296-297, 300-301, 302-303, 304-305 Teaching Resources Paperbacks: 15, 23, 27, 35
Monitoring and Adjusting Strategies	
R7: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> Using a range of self-monitoring and self-correction approaches (e.g., previewing, rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.) 	rBook TE and rBook SE: 10, 18, 40, 88, 56, 112, 118, 132, 162, 187, 188, 210, 217 Resources for Differentiated Instruction Book 1: 294-295, 314, 317 Teaching Resources Paperbacks: 20, 27, 46, 51
Standard 1.2: Reading Accuracy	
Accuracy and Fluency	
R7: 9 Reads grade-level-appropriate material with:	
<ul style="list-style-type: none"> Accuracy: reading material appropriate for grade 7 with at least 90–94% accuracy (See Appendix for sample titles.) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66

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<ul style="list-style-type: none"> Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.) 	rBook TE and rBook SE: 40 Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66
<ul style="list-style-type: none"> Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics and dialogue 	rBook TE and rBook SE: 145 Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183
Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Initial Understanding of Literary Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R7: 10 Demonstrate initial understanding of elements of literary text by...	
<ul style="list-style-type: none"> Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action R–7–4.1 	rBook TE and rBook SE: 58-69, 134-143, 144 Resources for Differentiated Instruction Book 1: 301, 306-307, 308-309, 310-311, 312-313 Teaching Resources Audiobooks: 15, 16, 17, 24 Paperbacks: 15, 19, 23, 25, 29, 30, 33, 37, 39, 43, 48, 49
<ul style="list-style-type: none"> Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R–7–4.2 	rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 295, 310-311 Teaching Resources Audiobooks: 17, 36 Paperbacks: 15, 29, 36, 48, 59, 101, 87, 125
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories) 	Resources for Differentiated Instruction Book 1: 330, 331, 332, 337, 338

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R7: 11 Demonstrate initial understanding of author’s craft used in literary texts by...	
<ul style="list-style-type: none"> Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, or personification 	rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221 Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 335, 336, 338
Initial Understanding of Informational Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R7: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...	
<ul style="list-style-type: none"> Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) R-7-7.1 	rBook TE and rBook SE: 18, 43, 94, 114, 119, 160, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
<ul style="list-style-type: none"> Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details R-7-7.2 	rBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19, 41, 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 288-289, 292-293 Teaching Resources Paperbacks: 22, 32, 73, 93
<ul style="list-style-type: none"> Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) R-7-7.3 	rBook TE and rBook SE: 10-19, 34-43, 86-95, 110-119, 160-169, 184-193, 208-213 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294, 296-297, 298-299, 300, 302-303, 305, 315, 321 Teaching Resources Audiobooks: 20, 45 Paperbacks: 32, 38, 46, 51, 93, 105, 121, 131
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, textbooks, newspapers, public documents and discourse, technical manuals, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 36, 40, 81, 160, 184, 190, 203, 210, 231 Resources for Differentiated Instruction Book 1: 325, 327, 328, 329

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Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices	
Analysis and Interpretation of Literary Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R7: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
<ul style="list-style-type: none"> Explaining or supporting logical predictions R-7-5.1 	rBook TE and rBook SE: 61, 70 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 35, 36, 42, 45, 99, 119
<ul style="list-style-type: none"> Describing characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time R-7-5.2 	rBook TE and rBook SE: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 306-307, 403-404 Teaching Resources Audiobooks: 16 Paperbacks: 20, 30, 37, 49
<ul style="list-style-type: none"> Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text R-7-5.3 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 62, 66, 68 Resources for Differentiated Instruction Book 1: 302-303 Teaching Resources Audiobooks: 15, 17, 19, 21, 23, 24 Paperbacks: 14, 15, 16, 17, 19, 20, 26, 27, 44
<ul style="list-style-type: none"> Explaining how the narrator’s point of view affects the reader’s interpretation R-7-5.4 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319, 324

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<ul style="list-style-type: none"> Explaining how the author’s message or theme is supported within the text R–7–5.5 	rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312-313 Teaching Resources Audiobooks: 22, 51 Paperbacks: 27, 49
R7: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...	
<ul style="list-style-type: none"> Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, or personification) to analyze literary works R–7–6.1 	rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221 Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 333, 335, 336, 338
R7: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...	
<ul style="list-style-type: none"> Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas 	rBook TE and rBook SE: 58, 70, 134, 139, 144, 220
Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Analysis and Interpretation of Informational Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R7: 16 Analyze and interpret informational text, citing evidence as appropriate by...	
<ul style="list-style-type: none"> Explaining connections about information within a text, across texts, or to related ideas R–7–8.1 	rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R–7–8.2 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/ judgments and assertions about the central ideas that are relevant R–7–8.3 	rBook TE and rBook SE: 16, 34, 36, 38, 90, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 320 Teaching Resources Topic Software: 25, 27, 39, 50, 55, 61 Audiobooks: 20 Paperbacks: 22, 38, 46

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<ul style="list-style-type: none"> Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts R–7–8.4 	rBook TE and rBook SE: 81, 128, 129 Resources for Differentiated Instruction Book 1: 321, 322
<ul style="list-style-type: none"> Making inferences about causes or effects R–7–8.5 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 36, 38, 90, 160-161, 162-165, 166-169, 184, 190, 191, 192, 208-219 Resources for Differentiated Instruction Book 1: 296-297, 302-303 Teaching Resources Topic Software: 26, 31, 37, 43, 51, 57, 68 Paperbacks: 34, 97
Standard 1.4: Reading Range of Text	
Reading Extensively	
R7: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .
Reading Widely and In Depth	
R7: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths, short stories; informational: thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks, technical manuals; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 16-19, 36-39, 60-69, 70-71, 92-95, 110-111, 116-119, 190-193, 210-219 Teaching Resources Audiobooks: 14, 17, 18, 20, 22 Paperbacks: 13, 20, 21, 24, 50
<ul style="list-style-type: none"> Reading at least the equivalent of four books by an author, about a subject, or in one genre 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .

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Standard 1.4: Reading Range of Text	
Standard 5.12: Literate Community	
Literate Community	
R7: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> Self-selecting reading materials in line with reading ability and personal interests 	<p>The opportunity to address this objective is available. See the following:</p> <p>Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 20, 24, 28, 32, 33, 39, 44, 50</p>
<ul style="list-style-type: none"> Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others 	<p>This objective is addressed throughout. See, for example:</p> <p>rBook TE and rBook SE: 10, 12, 34, 36, 57, 58, 77, 85, 88, 110, 125, 135, 151, 160, 207, 210</p> <p>Teaching Resources Topic Software: 21, 32, 51, 63 Audiobooks: 15, 23 Paperbacks: 18, 28, 37, 45</p>
Standard 1.5: Writing Dimensions	
Writing Process	
W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	<p>rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 244-229</p> <p>Resources for Differentiated Instruction Book 2: 14, 34, 49, 64, 74, 84, 99, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67</p>
Standard 1.6: Writing Conventions	
Writing Conventions	
W7: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> Applying rules of standard English usage to correct grammatical errors W-7-9.1 	<p>rBook TE and rBook SE: 26, 50, 78, 79, 102, 126, 152, 176, 177, 200, 228, 229</p> <p>Resources for Differentiated Instruction Book 2: 19, 39, 54, 64, 69, 89, 94, 109, 119</p>
<ul style="list-style-type: none"> Applying capitalization rules W-7-9.2 	<p>rBook TE and rBook SE: 51</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119</p>
<ul style="list-style-type: none"> Applying appropriate punctuation to various sentence patterns to enhance meaning W-7-9.4 	<p>rBook TE and rBook SE: 27, 103, 127, 201</p> <p>Resources for Differentiated Instruction Book 2: 14, 29, 39, 59, 64, 84, 99, 200-201, 204-205, 206-207</p>

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W7: 3 In independent writing, students demonstrate command of conventional English spelling by...	
<ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules W-7-9.5 	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 1: 242-243, 256-257, 258-259 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate word groups that share a common root (e.g., “structure,” “construction,” “instruct,” “destruction”) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 72-73, 79, 103, 127, 146-147, 153, 177, 201, 222-223, 229
<ul style="list-style-type: none"> Recognizing spelling-meaning connections 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 96-97, 120, 222 Resources for Differentiated Instruction Book 1: 240-241, 242-243, 260-261
<ul style="list-style-type: none"> Applying conventional spelling patterns/rules to new situations 	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 1: 242-243, 256-257, 258-259 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Using resources to correct spelling 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 79, 103, 153, 177, 201, 229 Resources for Differentiated Instruction Book 1: 244-245 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119

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Standard 5.18: Structures	
Structures of Language	
W7: 4 Students demonstrate command of the structures of the English language by...	
<ul style="list-style-type: none"> Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) W-7-1.1 	Resources for Differentiated Instruction Book 2: 73, 208-209, 212-213
<ul style="list-style-type: none"> Using the paragraph form: indenting, main idea, supporting details W-7-1.2 	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, 34, 39, 64, 89, 109
<ul style="list-style-type: none"> Recognizing organizational structures within paragraphs or within texts W-7-1.3 	rBook TE and rBook SE: 24, 48, 76, 100, 124, 150, 174, 198, 226 Resources for Differentiated Instruction Book 2: 54-58, 69-73, 74-78, 94-98, 104-108, 114-118
<ul style="list-style-type: none"> Using a format and text structure appropriate to the purpose of the writing W-7-1.4 	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: 14, 29, 39, 49, 54, 64, 69, 79, 89, 94, 104, 109, 114, 129, 134
Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text	
Writing in Response to Literary or Informational Text	
W7: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> Selecting and summarizing key ideas to set context W-7-2.1 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 98-101, 148-151 Resources for Differentiated Instruction Book 2: 79-83, 99-103
<ul style="list-style-type: none"> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas W-7-2.3 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 74-77, 83, 107, 131, 148-151, 157, 181, 205

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W7: 6 In response to literary or informational text, students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question W–7–3.1 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Using specific details and references to text or relevant citations to support focus or judgment W–7–3.3 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft W–7–3.2 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
W7: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> Organizing ideas using transition words/phrases and writing a conclusion that provides closure W–7–3.4 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Addressing the reader’s possible questions 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103

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Standard 1.8: Reports	
Standard 1.19: Research	
Informational Writing: Reports	
W7: 8 In reports, students organize information/concepts by...	
<ul style="list-style-type: none"> • Using an organizational text structure appropriate to focus/controlling idea W–7–6.1 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
<ul style="list-style-type: none"> • Selecting appropriate information to set context, which may include a lead/hook W–7–6.2 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Using transition words or phrases appropriate to organizational text structure W–7–6.3 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Writing a conclusion that provides closure W–7–6.4 	Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Obtaining information from multiple locations or sources when appropriate 	Resources for Differentiated Instruction Book 2: 141-143
<ul style="list-style-type: none"> • Listing and citing sources, using accepted form, if appropriate 	Resources for Differentiated Instruction Book 2: 141-143, 147-150
W7: 9 In reports, students effectively convey a perspective on a subject by...	
<ul style="list-style-type: none"> • Stating and maintaining a focus/controlling idea W–7–7.2 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
<ul style="list-style-type: none"> • Writing with a sense of audience, when appropriate W–7–7.3 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150
W7: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and excluding extraneous information W–7–8.2 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images W–7–8.3 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Addressing readers’ concerns (including providing context) W–7–8.4 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150

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<ul style="list-style-type: none"> Commenting on the significance of the information, when appropriate W–7–8.5 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150</p>
Standard 1.9: Narratives	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Narratives	
W7: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line W–7–4.1 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42</p>
<ul style="list-style-type: none"> Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning W–7–4.3 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42</p>
<ul style="list-style-type: none"> Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view W–7–4.2 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
W7: 12 Students demonstrate use of narrative strategies by...	
<ul style="list-style-type: none"> Using relevant and descriptive details and sensory language to advance the story line W–7–5.1 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> Using dialogue to advance action W–7–5.2 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> Developing characters through description, speech and actions W–7–5.3 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> Using voice appropriate to purpose W–7–5.4 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>

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<ul style="list-style-type: none"> Maintaining focus W-7-5.5 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
Standard 1.10: Procedures	
Informational Writing: Procedures	
W7: 13 In written procedures, students organize steps of procedures by...	
<ul style="list-style-type: none"> Providing a purpose by giving context to let the reader know when the procedure is appropriate W-7-6.2 and W-7-8.4 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Using a variety of transitions to arrange the steps in a logical manner W-7-6.3 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Using details and examples to help the reader understand and visualize the process W-7-8.3 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Providing a list of specific materials, if appropriate W-7-6.2 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Providing a conclusion that advances the reader’s understanding or appreciation of the process W-7-6.4 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
W7: 14 In written procedures, students anticipate the readers’ needs by...	
<ul style="list-style-type: none"> Addressing problems that might arise for the reader W-7-8.4 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Creating a format that is easy to follow 	Resources for Differentiated Instruction Book 2: 114-118

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Standard 1.11: Persuasive Writing	
Informational Writing: Persuasive Writing	
W7: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
<ul style="list-style-type: none"> Setting the context and restating the problem, taking audience into account, as needed W–7–6.2 and W–7–7.3 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61
<ul style="list-style-type: none"> Stating a clear position on the problem or issue (purpose) W–7–7.2 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61
W7: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
<ul style="list-style-type: none"> Arranging supporting evidence persuasively W–7–6.1 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Providing and elaborating on with convincing and appropriate facts and details W–7–8.3 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Addressing the reader’s potential concerns or counterarguments W–7–8.4 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Writing a conclusion that provides closure W–7–6.4 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
Standard 1.12: Personal Essay	
Expressive Writing: Reflective Essay	
W7: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> Using concrete details and sensory language to establish context (purpose) 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Establishing or evolving focus 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23

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<ul style="list-style-type: none"> Establishing individual voice and using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, or interpreting the experience 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Having coherent organization through a natural progression of ideas 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
Standard 1.23: Poetry	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Poetry	
W7: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> Writing poems in a variety of voices for a variety of audiences (purpose) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> Writing poems that express mood, thought, or feeling 	Resources for Differentiated Instruction Book 2: 134-138
W7: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> Selecting vocabulary according to purpose or for effect on audience 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> Using rhyme, rhythm, or figurative language 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> Using a variety of poetic forms 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138

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Standard 1.1: Reading Strategies	
Early Reading Skills and Strategies:	
Phonological Awareness	
R8: 1 No GLE at this grade level	
Concepts of Print	
R8: 2 No GLE at this grade level	
Word Identification Skills and Strategies	
R8: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> Identifying multisyllabic words by using knowledge of sounds, syllables, and derivational roots (Greek, Latin, Anglo-Saxon) 	rBook TE and rBook SE: 222-223 Resources for Differentiated Instruction Book 1: 38-39, 110-112, 113-115, 116-118, 119-121, 122-124, 125-127, 128-130, 131-133, 134-136, 137-139, 256-257, 258-259, 266-267, 268-269
Context and Self-Correction Strategies	
R8: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	rBook TE and rBook SE: 164, 187, 192, 194, 211 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255, 264-265
Vocabulary Strategies and Breadth of Vocabulary	
R8: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) 	rBook TE and rBook SE: 42, 44, 45, 92, 96, 138, 140, 164, 170, 171, 184, 187, 172, 194, 211, 222, 223 Resources for Differentiated Instruction Book 1: 238-239, 244-245, 252-253, 254-255, 256-257, 258-259, 264-265 Book 3: 63
R8: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, or word origins, including words from other languages that have been adopted into our language) 	rBook TE and rBook SE: 20, 21, 120, 146 Resources for Differentiated Instruction Book 1: 242-243, 246-247, 248-249, 250-251, 254-255, 270-271 Book 2: 63, 108 Book 3: 28, 66
<ul style="list-style-type: none"> Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary 	rBook TE and rBook SE: 97, 164, 187, 192, 194, 211, 222 Resources for Differentiated Instruction Book 1: 238-239, 240-241, 242-243, 254-255 Book 3: 21, 35, 63

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Comprehension Strategies	
R8: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 16, 42, 62, 88, 95, 111, 135, 163, 187, 209</p> <p>Resources for Differentiated Instruction Book 1: 288-289, 292-293, 296-297, 300-301, 302-303, 304-305</p> <p>Teaching Resources Paperbacks: 15, 23, 27, 35</p>
Monitoring and Adjusting Strategies	
R8: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.) 	<p>rBook TE and rBook SE: 10, 18, 40, 88, 56, 112, 118, 132, 162, 187, 188, 210, 217</p> <p>Resources for Differentiated Instruction Book 1: 294-295, 314, 317</p> <p>Teaching Resources Paperbacks: 20, 27, 46, 51</p>
Standard 1.2: Reading Accuracy	
Accuracy and Fluency	
R8: 9 Reads grade-level-appropriate material with:	
<ul style="list-style-type: none"> Accuracy: reading material appropriate for grade 8 with at least 90–94% accuracy (See Appendix for sample titles.) 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p> <p>Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66</p>
<ul style="list-style-type: none"> Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.) 	<p>rBook TE and rBook SE: 40</p> <p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p> <p>Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 37, 50, 66</p>
<ul style="list-style-type: none"> Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 	<p>rBook TE and rBook SE: 145</p> <p>Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183</p>

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Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Initial Understanding of Literary Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R8: 10 Demonstrate initial understanding of elements of literary text by...	
<ul style="list-style-type: none"> Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; identifying any significant changes in character or setting over time; identifying rising action, climax, or falling action 	rBook TE and rBook SE: 58-69, 134-143, 144 Resources for Differentiated Instruction Book 1: 301, 306-307, 308-309, 310-311, 312-313 Teaching Resources Audiobooks: 15, 16, 17, 24 Paperbacks: 15, 19, 23, 25, 29, 30, 33, 37, 39, 43, 48, 49
<ul style="list-style-type: none"> Paraphrasing or summarizing, with major events sequenced, as appropriate to text 	rBook TE and rBook SE: 58-69, 134-143 Resources for Differentiated Instruction Book 1: 295, 310-311 Teaching Resources Audiobooks: 17, 36 Paperbacks: 15, 29, 36, 48, 59, 101, 87, 125
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas]) 	Resources for Differentiated Instruction Book 1: 330, 331, 332, 337, 338
R8: 11 Demonstrate initial understanding of author’s craft used in literary texts by...	
<ul style="list-style-type: none"> Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors flashback, repetition, personification, or hyperbole 	rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221 Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 335, 336, 338

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Initial Understanding of Informational Text	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R8: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...	
<ul style="list-style-type: none"> Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) 	rBook TE and rBook SE: 18, 43, 94, 114, 119, 160, 168, 192, 218 Resources for Differentiated Instruction Book 1: 327, 328
<ul style="list-style-type: none"> Using information from the text to answer questions or to state the central idea or provide supporting details 	rBook TE and rBook SE: 8C-8D, 10-11, 12-15, 16-19, 41, 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 288-289, 292-293 Teaching Resources Paperbacks: 22, 32, 73, 93
<ul style="list-style-type: none"> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining) 	rBook TE and rBook SE: 10-19, 34-43, 86-95, 110-119, 160-169, 184-193, 208-213 Resources for Differentiated Instruction Book 1: 288-289, 290-291, 292-293, 294, 296-297, 298-299, 300, 302-303, 305, 315, 321 Teaching Resources Audiobooks: 20, 45 Paperbacks: 32, 38, 46, 51, 93, 105, 121, 131
<ul style="list-style-type: none"> Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, textbooks, newspapers, public documents and discourse, technical manuals, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets, schedules) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 36, 40, 81, 160, 184, 190, 203, 210, 231 Resources for Differentiated Instruction Book 1: 325, 327, 328, 329

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Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices	
Analysis and Interpretation of Literary Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R8: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
<ul style="list-style-type: none"> Explaining or supporting logical predictions 	rBook TE and rBook SE: 61, 70 Resources for Differentiated Instruction Book 1: 318 Teaching Resources Audiobooks: 21, 48 Paperbacks: 17, 24, 25, 35, 36, 42, 45, 99, 119
<ul style="list-style-type: none"> Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters’ personalities or their changes over time 	rBook TE and rBook SE: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139, 141, 142, 143 Resources for Differentiated Instruction Book 1: 306-307, 403-404 Teaching Resources Audiobooks: 16 Paperbacks: 23, 30, 37, 49
<ul style="list-style-type: none"> Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among subplots) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 62, 66, 68 Resources for Differentiated Instruction Book 1: 302-303 Teaching Resources Audiobooks: 15, 17, 19, 21, 23, 24 Paperbacks: 14, 15, 16, 17, 19, 20, 26, 27, 44
<ul style="list-style-type: none"> Explaining how the narrator’s point of view affects the reader’s interpretation 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60, 136 Resources for Differentiated Instruction Book 1: 319, 324

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<ul style="list-style-type: none"> Explaining how the author’s message or theme (which may include universal themes) is supported within the text 	rBook TE and rBook SE: 59, 69, 70, 71 Resources for Differentiated Instruction Book 1: 312-313 Teaching Resources Audiobooks: 22, 51 Paperbacks: 27, 49
R8: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...	
<ul style="list-style-type: none"> Demonstrating knowledge of use of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works 	rBook TE and rBook SE: 61, 69, 71, 136, 140, 144, 145, 221 Resources for Differentiated Instruction Book 1: 274-275, 330, 331, 333, 335, 336, 338
R8: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...	
<ul style="list-style-type: none"> Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas 	rBook TE and rBook SE: 58, 70, 134, 139, 144, 220
Standard 1.3: Reading Comprehension	
Standard 5.13: Responding to Text	
Analysis and Interpretation of Informational Text/Citing Evidence	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R8: 16 Analyze and interpret informational text, citing evidence as appropriate by...	
<ul style="list-style-type: none"> Explaining connections about information within a text, across texts, or to related ideas 	rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 40, 88, 117, 163, 169, 208, 211
<ul style="list-style-type: none"> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message, explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/ judgments and assertions about the text that are relevant 	rBook TE and rBook SE: 16, 34, 36, 38, 90, 169, 184, 190, 192, 206C-206D, 208-219 Resources for Differentiated Instruction Book 1: 302-303, 320 Teaching Resources Topic Software: 25, 27, 39, 50, 55, 61 Audiobooks: 20 Paperbacks: 22, 38, 46

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<ul style="list-style-type: none"> Distinguishing fact from opinion, identifying possible bias/ propaganda or conflicting information within or across texts 	rBook TE and rBook SE: 81, 128, 129 Resources for Differentiated Instruction Book 1: 321, 322
<ul style="list-style-type: none"> Evaluating the accuracy of information presented in text 	Resources for Differentiated Instruction Book 1: 323
<ul style="list-style-type: none"> Making inferences about causes or effects 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 34, 36, 38, 90, 160-161, 162-165, 166-169, 184, 190, 191, 192, 208-219 Resources for Differentiated Instruction Book 1: 296-297, 302-303 Teaching Resources Topic Software: 26, 31, 37, 43, 51, 57, 68 Paperbacks: 34, 97
Standard 1.4: Reading Range of Text	
Reading Extensively	
R8: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .
Reading Widely and In Depth	
R8: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, short stories, legends, myths, epics (poems, novels, dramas); informational: biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks, technical manuals; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets, schedules) 	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10-11, 16-19, 36-39, 60-69, 70-71, 92-95, 110-111, 116-119, 190-193, 210-219 Teaching Resources Audiobooks: 14, 17, 18, 20, 22 Paperbacks: 13, 20, 21, 24, 50
<ul style="list-style-type: none"> Reading at least the equivalent of four books by an author, about a subject, or in one genre 	This objective falls outside the scope of Scholastic <i>Read 180, Stage B</i> .

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Standard 1.4: Reading Range of Text	
Standard 5.12: Literate Community	
Literate Community	
R8: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> Self-selecting reading materials in line with reading ability and personal interests 	<p>The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Paperbacks: 13, 20, 24, 28, 32, 33, 39, 44, 50</p>
<ul style="list-style-type: none"> Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others 	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 12, 34, 36, 57, 58, 77, 85, 88, 110, 125, 135, 151, 160, 207, 210</p> <p>Teaching Resources Topic Software: 21, 32, 51, 63 Audiobooks: 15, 23 Paperbacks: 18, 28, 37, 45</p>
Standard 1.5: Writing Dimensions	
Writing Process	
W8: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	<p>rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 244-229</p> <p>Resources for Differentiated Instruction Book 2: 14, 34, 49, 64, 74, 84, 99, 109, 114, 129, 134 Test-Taking Strategies: 64-65, 66-67</p>
Standard 1.6: Writing Conventions	
Writing Conventions	
W8: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> Applying rules of standard English usage to correct grammatical errors 	<p>rBook TE and rBook SE: 26, 50, 78, 79, 102, 126, 152, 176, 177, 200, 228, 229</p> <p>Resources for Differentiated Instruction Book 2: 19, 39, 54, 64, 69, 89, 94, 109, 119</p>
<ul style="list-style-type: none"> Applying capitalization rules 	<p>rBook TE and rBook SE: 51</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119</p>
<ul style="list-style-type: none"> Applying appropriate punctuation rules to various sentence patterns to enhance meaning (e.g., hyphens, dashes, brackets) 	<p>rBook TE and rBook SE: 27, 103, 127, 201</p> <p>Resources for Differentiated Instruction Book 2: 14, 29, 39, 59, 64, 84, 99, 200-201, 204-205, 206-207</p>

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W8: 3 In independent writing, students demonstrate command of conventional English spelling by...	
<ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 153, 177, 201, 229 Resources for Differentiated Instruction Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate, high-frequency words, including homonyms, homophones, and homographs 	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 1: 242-243, 256-257, 258-259 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Correctly spelling grade-appropriate word groups that share a common root (e.g., “inspire,” “respiration,” “conspire,” “perspire”) 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 72-73, 79, 103, 127, 146-147, 153, 177, 201, 222-223, 229
<ul style="list-style-type: none"> Recognizing spelling-meaning connections 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 96-97, 120, 222 Resources for Differentiated Instruction Book 1: 240-241, 242-243, 260-261
<ul style="list-style-type: none"> Applying conventional and word-derivative spelling patterns/rules, including syllable division, stressed/unstressed syllable (schwa) vowel patterns 	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 1: 214-215, 216-217, 218-219, 220-221, 222-223, 224-225, 226-227, 242-243, 256-257, 258-259 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119
<ul style="list-style-type: none"> Using resources to correct spelling 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 51, 79, 103, 153, 177, 201, 229 Resources for Differentiated Instruction Book 1: 244-245 Book 2: 14, 19, 39, 54, 64, 69, 89, 94, 109, 119

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Standard 5.18: Structures	
Structures of Language	
W8: 4 Students demonstrate command of the structures of the English language by...	
<ul style="list-style-type: none"> Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) 	Resources for Differentiated Instruction Book 2: 73, 208-209, 212-213
<ul style="list-style-type: none"> Using the paragraph form: indenting, main idea, supporting details 	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, 34, 39, 64, 89, 109
<ul style="list-style-type: none"> Identifying organizational structures within paragraphs or within texts 	rBook TE and rBook SE: 24, 48, 76, 100, 124, 150, 174, 198, 226 Resources for Differentiated Instruction Book 2: 54-58, 69-73, 74-78, 94-98, 104-108, 114-118
<ul style="list-style-type: none"> Using a format and text structure appropriate to the purpose of the writing 	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: 14, 29, 39, 49, 54, 64, 69, 79, 89, 94, 104, 109, 114, 129, 134
Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text	
Writing in Response to Literary or Informational Text	
W8: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> Selecting and summarizing key ideas to set context 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 98-101, 148-151 Resources for Differentiated Instruction Book 2: 79-83, 99-103
<ul style="list-style-type: none"> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 55, 74-77, 83, 107, 131, 148-151, 157, 181, 205
W8: 6 In response to literary or informational text, students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question 	rBook TE and rBook SE: 74-77, 148-151 Resources for Differentiated Instruction Book 2: 99-103

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<ul style="list-style-type: none"> Using specific details and references to text or relevant citations to support focus or judgment 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
W8: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> Organizing ideas using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas) 	<p>rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> Addressing the reader’s possible questions 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>
<ul style="list-style-type: none"> Excluding loosely related or extraneous information 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 74-77, 148-151</p> <p>Resources for Differentiated Instruction Book 2: 99-103</p>

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Standard 1.8: Reports	
Standard 1.19: Research	
Informational Writing: Reports	
W8: 8 In reports, students organize information/concepts by...	
<ul style="list-style-type: none"> • Using an organizational text structure appropriate to focus/controlling idea 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
<ul style="list-style-type: none"> • Selecting appropriate information to set context, which may include a lead/hook 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Using transition words or phrases appropriate to organizational text structure 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Drawing a conclusion by synthesizing information from the report (i.e., “aha!” “so what?”) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144-146, 147-150
<ul style="list-style-type: none"> • Obtaining information from multiple locations or sources when appropriate 	Resources for Differentiated Instruction Book 2: 141-143
<ul style="list-style-type: none"> • Listing and citing sources, using accepted format, if appropriate 	Resources for Differentiated Instruction Book 2: 141-143, 147-150
W8: 9 In reports, students effectively convey a perspective on a subject by...	
<ul style="list-style-type: none"> • Stating and maintaining a focus/controlling idea/thesis (purpose) 	Resources for Differentiated Instruction Book 2: 139-140, 144-146, 147-150
<ul style="list-style-type: none"> • Writing with a sense of audience, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150
<ul style="list-style-type: none"> • Establishing an authoritative stance, when appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150
W8: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> • Including facts and details relevant to focus/controlling idea, and excluding extraneous information 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150
<ul style="list-style-type: none"> • Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images 	Resources for Differentiated Instruction Book 2: 141-143, 144-146, 147-150

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<ul style="list-style-type: none"> Addressing readers’ concerns 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction: Book 2: 147-150</p>
<ul style="list-style-type: none"> Commenting on the significance of the information, when appropriate 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147-150</p>
Standard 1.9: Narratives	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Narratives	
W8: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> Creating a clear and coherent (logically consistent) story line 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42</p>
<ul style="list-style-type: none"> Using a variety of effective transitional devices to enhance meaning 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-16, 19-21, 24-26, 29-31, 34-36, 39-42</p>
<ul style="list-style-type: none"> Establishing context, character motivation, problem/conflict/ challenge, and resolution, and maintaining point of view 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
W8: 12 Students demonstrate use of narrative strategies by...	
<ul style="list-style-type: none"> Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose) 	<p>rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> Using dialogue to advance action 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>
<ul style="list-style-type: none"> Developing characters through description, speech and actions, and relationships with other characters, when appropriate 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227</p> <p>Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43</p>

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<ul style="list-style-type: none"> Using voice appropriate to purpose 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> Maintaining focus 	rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> Controlling the pace of the story 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 224-227 Resources for Differentiated Instruction Book 2: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
Standard 1.10: Procedures	
Informational Writing: Procedures	
W8: 13 In written procedures, students organize steps of procedures by...	
<ul style="list-style-type: none"> Providing a purpose by giving context to let the reader know when the procedure is appropriate 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Using a variety of transitions to arrange the steps in a logical manner 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Using details and examples to help the reader understand and visualize the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-188
<ul style="list-style-type: none"> Providing a list of specific materials, if appropriate 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> Providing a conclusion that advances the reader’s understanding or appreciation of the process 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118
W8: 14 In written procedures, students anticipate the readers’ needs by...	
<ul style="list-style-type: none"> Addressing problems that might arise for the reader 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114-118

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<ul style="list-style-type: none"> Creating a format that is easy to follow 	Resources for Differentiated Instruction Book 2: 114-118
Standard 1.11: Persuasive Writing	
Informational Writing: Persuasive Writing	
W8: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
<ul style="list-style-type: none"> Establishing necessary context, taking audience into account, as needed 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61
<ul style="list-style-type: none"> Stating and maintaining a clear position on the problem or issue (purpose) 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113 Test-Taking Strategies: 60-61
W8: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
<ul style="list-style-type: none"> Arranging supporting evidence persuasively 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Providing and elaborating on with convincing and appropriate facts and details 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Addressing the reader’s potential concerns or counterarguments 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
<ul style="list-style-type: none"> Drawing a conclusion by synthesizing the persuasive argument 	rBook TE and rBook SE: 122-125, 172-175 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113

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Standard 1.12: Personal Essay	
Expressive Writing: Reflective Essay	
W8: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> Using concrete details and sensory language to establish context (purpose) 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Establishing or evolving focus 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Establishing individual voice 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Having coherent organization through a natural progression of ideas 	rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> Leaving reader with something to think about 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 46-49, 74-77, 224-227 Resources for Differentiated Instruction Book 2: 19-23
Standard 1.23: Poetry	
Standard 5.11: Literary Elements and Devices	
Expressive Writing: Poetry	
W8: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> Writing poems in a variety of voices for a variety of audiences (purpose) 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> Writing poems that express mood, thought, or feeling 	Resources for Differentiated Instruction Book 2: 134-138

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<ul style="list-style-type: none"> • Choosing conventional or alternative text structures to achieve impact 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138</p>
W8: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> • Selecting vocabulary according to purpose or for effect on audience 	<p>Resources for Differentiated Instruction Book 2: 134-138</p>
<ul style="list-style-type: none"> • Using rhyme, rhythm, or figurative language 	<p>Resources for Differentiated Instruction Book 2: 134-138</p>
<ul style="list-style-type: none"> • Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138</p>
<ul style="list-style-type: none"> • Using a variety of poetic forms 	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 134-138</p>