



Scholastic *READ 180 Enterprise*, Stage B
correlated to the
West Virginia Content Standards and Objectives
for Reading and Language Arts
Grades 6-8

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Grade 6-8

Grade 6	Scholastic READ 180, Stage B
	TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; A= Audiobooks; P= Paperbacks; TS= Topic Software; S= Software
Reading	
<p>Students will use skills to read for literacy experiences, read to inform and read to perform a task by</p> <ul style="list-style-type: none"> identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers 	S: <i>Reading Zone, Word Zone</i> ; Also see all Paperbacks and Audiobooks
use connotation and denotation to understand meaning	TE: 9, 10, 12, 14, 16, 18, 32, 33, 34, 36, 38, 40, 42, 57, 60, 62, 64, 66, 68, 85-86, 88, 90, 92, 94, 96, 109-110, 112, 114, 116, 118, 133, 136, 138, 140, 142, 144, 159, 160, 162, 164, 166, 168, 183-184, 186, 188, 190, 192, 207-208, 212, 214, 216, 218, 222, 237; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone: The Quick Check</i> activity uses high utility words and content-area words for students to use in the passages.
use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level	TE: 44, 45, 146, 147, 167, 222, 223, 234, 236; R1: 134, 256, 258, 266, 268; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone</i>
use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms)	TE: 20-21, 44-45, 116, 119, 146, 164, 167, 186, 192, 194, 210-211, 222-223, 234, 236, 238; R1: 238, 246, 248, 254, 256, 258, 264, 266, 268, 270; R3: 28; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i>
<p>select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> myth 	TE: 12, 80, 154, 186, 210, 230; R1: 358, 369, 370, 389; P: L1, L2, L3, L4, 16, 21, 22, 24, 26, 33, 34, 38, 40, 43, 46, 49, 50; S: <i>Reading Zone, Success Zone.</i>

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<ul style="list-style-type: none"> • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 	
<p>use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies:</p> <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	<p>TE: 8, 10, 12, 14, 18, 34, 36, 40, 42, 56, 58, 60, 62, 66, 70, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 142, 158, 160, 162, 164, 166, 168, 182, 184, 186, 188, 190, 206, 208, 210, 212, 218, 220; R1: 314; S: <i>Reading Zone</i></p>
<p>differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically 	<p>TE: 11, 35, 86-87, 94, 111, 135, 158C, 160-169, 185, 191, 206C, 209, 219, 240; R1: 296-297, 304-305; A: 39; P: 85, 91, 109, 113, 133; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.</p>
<p>determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose</p>	<p>TE: 58, 63, 67, 134, 137, 144, 218, 242; R1: 320, 333-338; S: <i>Reading Zone, Success Zone</i>.</p>
<p>interpret the actions, behaviors and motives of characters in literary texts</p>	<p>TE: 59, 61, 63, 65-67, 69, 135, 137, 139, 141-143, 242; R1: 306-307; R2: 59, 61-62; A: 14-17, 19, 25, 33; P: 13, 15, 18, 21, 23, 25, 30, 35-36, 38, 43, 45, 47-49, 75, 89, 103, 127, 129; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Making inferences is covered.</p>
<p>determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum</p>	<p>TE: 59, 69-71, 242; R1: 312-313, 337; A: 51; S: <i>Reading Zone</i>. The <i>Passage</i> activity is comprised of passages with content area text to help students build familiarity with text they encounter in all subject areas.</p>

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<p>evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world</p>	<p>TE: 158C, 160-169, 191, 240; R1: 296, 297, 396; R2: 71; A: 15, 19, 21, 24-25, 39; P: 26, 28-29, 35, 39-41, 44-45, 85, 113, 133; TS: 26, 31, 37, 43, 51, 57, 68; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Cause/effect skills are covered.</p>
<p>identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text</p>	<p>TE: 136, 144-145, 221, 242; R1: 274, 336; R2: 53, 138; S: <i>Reading Zone</i>.</p>
<p>Characterize and classify various types of poetry</p>	<p>TE: 70-71, 144, 220-221; R1: 361, 386; R3: 36; A: 22</p>
<p>identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism)</p>	<p>TE: 182C, 184-193, 240; R1: 298-299; R2: 56; A: 16-18, 21, 23, 42; P: 16, 23, 30, 33, 39, 43, 46-48, 51, 65, 81, 105, 123; TS: 18, 21, 26, 33, 38, 43, 45, 54, 63; S: <i>Reading Zone, Success Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Compare and contrast skills are covered.</p>
<p>use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts)</p>	<p>TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133</p>
<p>increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text</p>	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10-19, 34-43, 58-71, 86-95, 112-119, 142-145, 160-169, 184-193, 208-221; R1: 339-390; P: 13-52; TS: 71-214; S: <i>Reading Zone</i></p>
<p>Writing</p>	
<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	<p>TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 27-62, 63-68; P: 56-134, 135-140; TS: 215-286</p>
<p>use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail</p>	<p>TE: 24, 48, 76, 100, 124, 150, 174, 198, 226; R2: 141, 143, 144-146</p>
<p>use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks:</p>	<p>TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A:</p>

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<ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	63-65; P: 135-137
from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive)	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
use analogies, illustrations, examples, or anecdotes to enhance written communication	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling	TE: 25-27, 49-51, 77-79, 101-103, 125-127, 151-153, 175-177, 199-201, 227-229; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134
develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task	Teacher can expand upon research paper lessons found within text, e.g., R2: 141-142
credit sources of information by citing references using various formats, (e.g., footnotes, bibliography)	Teacher can expand upon research paper lessons found within text, e.g., R2: 147, 149, 150
select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids	N/A

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Listening, Speaking and Media Literacy	
Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes	
<p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	<p>TE: 31A, 55A, 83A, 107A, 131A, 145, 157A, 181A, 205A, 233A; R1: 160-161, 163-164, 168, 172, 176</p>
retell and create original, simple and detailed sequential stories	<p>TE: 32C, 34-43, 60-61, 68-69, 143, 214, 239; R1: 290-291; P: 36, 101; TS: 32, 42, 57, 67-68; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Sequence of events skills are covered.</p>
interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program)	<p>R3: 62, 65, 70; A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.</p>
perform a variety of roles in group discussions including active listener and discussion leader	<p>TE: Students can perform the roles of active listener and discussion leader during small group sessions, e.g., 11, 13, 15, 17, 19, 35, 37, 39, 41, 59, 61, 63, 65, 87, 89, 91, 93, 95, 111, 113, 115, 117, 119, 135, 137, 139, 141, 143, 161, 163, 165, 167, 169, 185, 187, 189, 191, 193, 209, 211, 213, 215, 217; R1: 165, 168, 172, 177, 181</p>
create and present an age-appropriate media product that demonstrates format, purpose, and audience	N/A

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Reading	
<p>Students will use skills to read for literacy experiences, read to inform and read to perform a task by</p> <ul style="list-style-type: none"> identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers. 	<p>S: <i>Reading Zone, Word Zone</i>; Also see all Paperbacks and Audiobooks</p>
<p>compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages</p>	<p>TE: 9, 10, 12, 14, 16, 18, 32, 33, 34, 36, 38, 40, 42, 57, 60, 62, 64, 66, 68, 85-86, 88, 90, 92, 94, 96, 109-110, 112, 114, 116, 118, 133, 136, 138, 140, 142, 144, 159, 160, 162, 164, 166, 168, 182C, 183-193, 207-208, 212, 214, 216, 218, 222, 237, 240; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 298, 299; R3: 43; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone: The Quick Check</i> activity uses high utility words and content-area words for students to use in the passages. Compare and contrast skills are also covered in <i>Quick Check</i>.</p>
<p>use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning</p>	<p>TE: 44, 45, 146, 147, 167, 222, 223, 234, 236; R1: 134, 256, 258, 266, 268; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone</i></p>
<p>classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> fiction nonfiction myths, poems fantasies biographies autobiographies 	<p>TE: 12, 80, 60, 116, 136, 154, 184, 186, 190, 208, 210, 230; R1: 343, 345-346, 349, 351-352, 355, 357-359, 360, 362-364, 366-367, 369, 370, 372-373, 375-377, 379, 381, 383-387, 389; A: 14-25; P: L1, L2, L3, L4, 13-52; TS: 71-214; S: <i>Reading Zone, Success Zone</i>.</p>

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<ul style="list-style-type: none"> • science fiction, tall tale • supernatural tales 	
<p>use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by</p> <ul style="list-style-type: none"> • generalizing to establish a purpose for reading • interpreting the relationship between graphic aids and text • making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids 	<p>TE: 8, 10, 12, 14, 18, 34, 36, 40, 42, 56, 58, 60, 62, 66, 70, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 142, 158, 160, 162, 164, 166, 168, 182, 184, 186, 188, 190, 206, 208, 210, 212, 218, 220; R1: 314; S: <i>Reading Zone</i></p>
<p>determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose:</p> <ul style="list-style-type: none"> • plot • character • setting • conflict • rising and falling action • climax • resolution • point of view • antagonist • protagonist • hero 	<p>TE: 58-59, 61, 63, 65-67, 69, 134-135, 137, 141-144, 218, 242; R1: 320, 333-338; A: 33, 36, 30; P: 59, 75, 79, 87, 89, 97, 103, 107, 125, 127, 129; S: <i>Reading Zone, Success Zone.</i></p>
<p>relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences</p>	<p>TE: 13, 40, 59, 69-71, 88, 116, 158C, 160-169, 191, 240, 242; R1: 296-297, 312-313, 337, 396; A: 15, 19, 21, 24-25, 39, 51; P: 26, 28-29, 35, 39-41, 44-45, 85, 113, 133; TS: 26, 31, 37, 43, 51, 57, 68; S: <i>Reading Zone.</i> The <i>Quick Check</i> activity is comprised of comprehension questions. Cause/effect skills are covered. The <i>Passage</i> activity is comprised of passages with content area text to help students build familiarity with text they encounter in all subject areas.</p>

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summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars)	TE: 18, 29, 43, 84C, 86-95, 117-119, 168, 187-188, 192, 218, 239; R1: 294-295, 327, 328; A: 14, 22; P: 21, 26, 31-32, 42, 44-46, 50, 69, 83, 121, 131; TS: 20, 25, 39, 45, 67; S: <i>Reading Zone</i> .
examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text	TE: 61, 69, 136, 140-141, 144-145, 216, 221, 242; R1: 274, 336; R2: 53, 138; S: <i>Reading Zone</i> .
read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry	TE: 70-71, 144, 220-221; R1: 361, 386; R3: 36; A: 22
use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts	TE: 16-17, 34, 36, 38, 61-62, 65-66, 68, 90, 134, 169, 184, 190-192, 209, 213, 240; R1: 302-303, 318; A: 15, 17, 19-21, 23-24, 48, 54; P: 14-16, 19-20, 22, 27, 34, 38, 42, 57, 63, 99, 117, 119; TS: 27, 31, 39, 54-56, 60-61, 66; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Making inferences is covered.
Critique the usefulness of the form, and content of practical texts	N/A
increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction	TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; S: <i>Reading Zone</i>
Writing	
<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 27-62, 63-68; P: 56-134, 135-140; TS: 215-286
use note-taking strategies including paraphrasing and summarizing to develop a written composition	TE: 24, 48, 76, 100, 124, 150, 174, 198, 226; R2: 141, 143, 144-146

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using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs)	TE: Teacher can expand upon <i>Plan your Paragraph</i> exercises, e.g., 24, 28, 76, 100, 124, 150, 174, 198, 226; R2: 144-146
use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations)	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
<p>use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks:</p> <ul style="list-style-type: none"> • compositions • brochures • display ads • commercials • speeches • poetry 	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137
from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
use sophisticated transitional words and cues to signal organization of a composition	TE: Teachers may address this standard during <i>Write Your Paragraph</i> exercises, e.g., 25, 49, 77, 101, 125, 151, 175, 199, 227; R2: 58
identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements)	Instructor can expand upon research paper lessons found within text, e.g., R2: 141-142, 147-149
understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report	Instructor can expand upon research paper lessons found within text, e.g., R2: 28, 147, 149, 204-205
document sources of information using a provided bibliographic format	Teacher can utilize research paper lessons found within text to expand on standard, e.g., R2: 141-142, 147, 149, 150
select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids	N/A

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Listening, Speaking and Media Literacy	
Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes	
<p>demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of</p> <ul style="list-style-type: none"> • compositions • reports • scripts • dramatizations 	<p>TE: 31A, 55A, 83A, 107A, 131A, 145, 157A, 181A, 205A, 233A; R1: 160-161, 163-164, 168, 172, 176</p>
use oral/visual information to research, explore, question and imagine a topic	<p>Instructor may use lessons from various oral software applications to expand upon using information for researching, exploring, questioning and imagining a topic, e.g., A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>.</p>
distinguish between private and public information in research and reporting	<p>R2: Teacher may expand upon research paper lessons found within text, e.g., 141-142, 147, 149, 150</p>
listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program)	<p>R3: 62, 65, 70; A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.</p>
evaluate information to reach consensus in group discussions or settings	<p>TE: Small group sessions within each unit allow for students to reach consensus as a group, e.g., 11, 13, 15, 17, 19, 35, 37, 39, 41, 59, 61, 63, 65, 87, 89, 91, 93, 95, 111, 113, 115, 117, 119, 135, 137, 139, 141, 143, 161, 163, 165, 167, 169, 185, 187, 189, 191, 193, 209, 211, 213, 215, 217; Teacher can use opportunities with each new lesson's discussion questions to facilitate groups in evaluating information to reach consensus as a group, e.g., R1: 288-338; A: 14-25; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69</p>
plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience	N/A

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Reading	
<p>Students will use skills to read for literacy experiences, read to inform and read to perform a task by</p> <ul style="list-style-type: none"> identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independence as readers. 	<p>S: <i>Reading Zone, Word Zone</i>; Also see all Paperbacks and Audiobooks</p>
<p>compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages</p>	<p>TE: 9, 10, 12, 14, 16, 18, 32, 33, 34, 36, 38, 40, 42, 57, 60, 62, 64, 66, 68, 85-86, 88, 90, 92, 94, 96, 109-110, 112, 114, 116, 118, 133, 136, 138, 140, 142, 144, 159, 160, 162, 164, 166, 168, 182C, 183-193, 207-208, 212, 214, 216, 218, 222, 237, 240; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 298, 299; R3: 43; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone: The Quick Check</i> activity uses high utility words and content-area words for students to use in the passages. Compare and contrast is also covered in <i>Quick Check</i>.</p>
<p>use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning</p>	<p>TE: 44, 45, 146, 147, 167, 222, 223, 234, 236; R1: 134, 256, 258, 266, 268; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone</i></p>
<p>use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary</p>	<p>TE: 20-21, 44-45, 116, 119, 146, 164, 167, 186, 192, 194, 210-211, 222-223, 234, 236, 238; R1: 238, 246, 248, 254, 256, 258, 264, 266, 268, 270; R3: 28; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i></p>
<p>analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> fiction nonfiction myths 	<p>TE: 12, 80, 60, 116, 136, 154, 184, 186, 190, 208, 210, 230; R1: 343, 345-346, 349, 351-352, 355, 357-359, 360, 362-364, 366-367, 369, 370, 372-373, 375-377, 379, 381, 383-387, 389; A: 14-25; P: L1, L2, L3, L4, 13-52; TS: 71-214; S: <i>Reading Zone, Success Zone</i>.</p>

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<ul style="list-style-type: none"> • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 	
<p>use pre-reading and comprehension strategies (e.g., generating questions and previewing, activating and evaluating prior knowledge and scanning or skimming texts) to critically analyze and evaluate the composition of literary and informational texts for</p> <ul style="list-style-type: none"> • making judgments • hypothesizing • making complex or abstract summaries 	<p>TE: 8, 10, 12, 14, 18, 34, 36, 40, 42, 56, 58, 60, 62, 66, 70, 84, 86, 88, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 142, 158, 160, 162, 164, 166, 168, 182, 184, 186, 188, 190, 206, 208, 210, 212, 218, 220; R1: 314; S: <i>Reading Zone</i></p>
<p>determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose:</p> <ul style="list-style-type: none"> • theme • character • setting • internal conflict • rising and falling action • point of view • antagonist • protagonist • hero 	<p>TE: 58-59, 61, 63, 65-67, 69-71, 134-135, 137, 141-144, 218, 242; R1: 320, 333-338; A: 33, 36, 30; P: 59, 75, 79, 87, 89, 97, 103, 107, 125, 127, 129; S: <i>Reading Zone, Success Zone.</i></p>
<p>analyze and draw parallels between common themes across a variety of literature and information text (e.g., friendship, honesty, loyalty, survival)</p>	<p>TE: 59, 69-71, 242; R1: 312-313, 409; A: 22, 51</p>

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recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences	TE: 13, 40, 59, 69-71, 88, 116, 158C, 160-169, 191, 240, 242; R1: 296-297, 312-313, 337, 396; A: 15, 19, 21, 24-25, 39, 51; P: 26, 28-29, 35, 39-41, 44-45, 85, 113, 133; TS: 26, 31, 37, 43, 51, 57, 68; S: <i>Reading Zone</i> . The <i>Passage</i> activity is comprised of passages with content area text to help students build familiarity with text they encounter in all subject areas.
summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars)	TE: 18, 29, 43, 84C, 86-95, 117-119, 168, 187-188, 192, 218, 239; R1: 294-295, 327, 328; A: 14, 22; P: 21, 26, 31-32, 42, 44-46, 50, 69, 83, 121, 131; TS: 20, 25, 39, 45, 67
evaluate the effect of figurative language in text	TE: 61, 69, 136, 140-141, 144-145, 216, 221, 242; R1: 274, 336; R2: 53, 138; S: <i>Reading Zone</i> .
read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry	TE: 70-71, 144, 220-221; R1: 361, 386; R3: 36; A: 22
<p>identify literary technique used to interpret literature:</p> <ul style="list-style-type: none"> • irony • satire • persuasive language • analogies 	TE: 64, 138, 219; R2: 322, 337
use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts	TE: 16, 34, 36, 38, 61-62, 68, 90, 134, 169, 184, 190-192, 209, 213-214, 240; R1: 302, 303, 318, 401, 411; A: 15, 17, 19, 20-21, 23, 48, 54; P: 14-17, 19, 20, 22, 24-27, 34, 36, 38, 42, 44, 46, 57, 63, 99, 117, 119; TS: 25, 27, 31, 39, 54-56, 60-61, 66; S: <i>Reading Zone</i> , <i>Success Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Making inferences is covered.
critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts	N/A
increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading	TE: 11, 15, 23-25, 35, 39, 47-49, 59, 75-77, 87, 91, 99-101, 111, 123-125, 135, 149-151, 161, 173-175, 185, 197-199, 209; R1: 399-415; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133; S: <i>Reading Zone</i>

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Writing	
Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 27-62, 63-68; P: 56-134, 135-140; TS: 215-286
use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics	TE: Teacher can expand upon <i>Plan your Paragraph</i> exercises, e.g., 24, 28, 76, 100, 124, 150, 174, 198, 226; R2: 144-146
analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations)	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137
use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice	TE: 22-27, 46-51, 74-79, 98-103, 122-127, 148-153, 172-177, 196-201, 224-229; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65; P: 135-137
from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words	TE: 23, 47, 75, 99, 123, 149, 173, 197, 225; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65; P: 135-137
recognize and write a simple thesis statement	R2: 147, 150
independently resolve information conflicts and validate information through assessing, researching and comparing data	Teacher may expand upon research paper lessons found within text, e.g., R2: 141-140

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<p>conduct research by gathering, evaluating, and synthesizing data from a variety of sources:</p> <ul style="list-style-type: none"> • Internet • databases for periodicals/newspapers • interviews • reference books • card catalogue • miscellaneous resource materials 	<p>Instructor may utilize research paper lessons found within text to expand upon standard, e.g., R2: 141-142, 147-149</p>
<p>select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids</p>	<p>N/A</p>
<p>Listening, Speaking and Media Literacy</p>	
<p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes</p>	
<p>model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • reports • scripts 	<p>TE: 31A, 55A, 83A, 107A, 131A, 145, 157A, 181A, 205A, 233A; R1: 160-161, 163-164, 168, 172, 176</p>
<p>present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts)</p>	<p>N/A</p>
<p>critique oral/visual information presented, relate personal experiences and apply the information to global situations</p>	<p>Instructor may use lessons from various oral software applications to instruct students in critiquing oral/visual information presented and relating personal experiences and applying the information to global situations, e.g., A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>.</p>
<p>listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program)</p>	<p>R3: 62, 65, 70; A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i>.</p>

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<p>perform a variety of roles in group discussions:</p> <ul style="list-style-type: none"> • collaboration • facilitation • persuasion 	<p>TE: Small group sessions within each unit allow for students to perform a variety of roles, e.g., 11, 13, 15, 17, 19, 35, 37, 39, 41, 59, 61, 63, 65, 87, 89, 91, 93, 95, 111, 113, 115, 117, 119, 135, 137, 139, 141, 143, 161, 163, 165, 167, 169, 185, 187, 189, 191, 193, 209, 211, 213, 215, 217; Teacher can use opportunities with each new lesson's discussion questions to facilitate students in performing a variety of roles within a group, e.g., R1: 288-338; A: 14-25; P: 13-52; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69</p>
<p>properly use private and public information</p>	<p>R2: Teacher may expand upon lessons, e.g., 141-142, 147, 149, 150</p>
<p>plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience</p>	<p>N/A</p>