

**Scholastic
 READ 180 – Stage B
 correlated to the
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 Grade 7**

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(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) eliminate barriers to effective listening (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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(C) understand the major ideas and supporting evidence in spoken messages (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(B) analyze a speaker's persuasive techniques and credibility (7–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(C) distinguish between the speaker's opinion and verifiable fact (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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<p>(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
<p>(E) compare his/her own perception of a spoken message with the perception of others (6–8); and</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage B.</p>
<p>(F) evaluate a spoken message in terms of its content, credibility, and delivery (6–8).</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage B.</p>

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(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4–8);	The opportunity to address this objective is available. See the following: <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone. <u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.
(B) analyze oral interpretations of literature for effects on the listener (6–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(C) analyze the use of aesthetic language for its effects (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:	
(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4–8);	<u>Teacher Materials</u> Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher. Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.
(B) compare oral traditions across regions and cultures (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(C) identify how language use such as labels and sayings reflects regions and cultures (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 115, 131, 189, 191</p> <p>Teacher’s Resource Book: 162, 163, 167, 172, 174, 187, 190, 195, 200, 233, 244, 245, 248</p>
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Paperbacks: <i>Just Talk</i> <i>King of the Hill</i> <i>Happy Burger</i> <i>Destination: Everest</i> <i>Zero Tolerance</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 93–94</p>

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(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 245</p> <p>Teacher’s Resource Book: 182, 185, 205</p>
(E) use effective rate, volume, pitch, and tone for the audience and setting (4–8); and	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage B.</p>
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 245</p> <p>Teacher’s Resource Book: 182, 185, 205</p>

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<p>(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:</p> <p>(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4–8);</p>	<p><u>Student Materials</u> Software: 1.1, L4; 1.2, L2; 1.3, L1; 2.2, L1, L2; 2.3, L2, L3; 2.4, L2; 3.1, L1, L3; 3.2, L2, L3; 3.3, L3; 3.4, L1–3; 4.1, L1–3; 4.2, L1, L2; 4.3, L1–3; 4.4, L1–2; 5.1, L1; 5.2, L2–3; 5.4, L1, L2; 6.1, L2; 6.2, L1, L2; 6.3, L3; 6.4, L1–2; 7.1, L1; 7.2, L1; 7.3, L2; 7.4, L1, L2; 8.1, L1, L3; 8.2, L1, L2, L4; 8.3, L1–3; 8.4, L1, L2; 9.1, L2, L4; 9.2, L1–3; 9.3, L2</p> <p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 8, 38, 105, 111, and 130 <i>Daniel’s Story:</i> 5, 12, 43, 67, 83, 89, and 107 <i>Flight #116 Is Down!:</i> 3, 8, 77, and 177 <i>Local News:</i> 90 <i>The Mighty:</i> end of Chs. 4, 6, 11, 15, 23, and 24 <i>P. S. Longer Letter Later:</i> 69, 98, 104, and 176 <i>Quake!:</i> end of Ch. 3, and 52 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 2, 6, and 7, and 79 <i>Somewhere in the Darkness:</i> 7, 13, 19, 116, 132, and 140 <i>The Star Fisher:</i> end of Chs. 1, 3, and 4, 56, and end of Ch. 7, 8, 9, 11, 14, and 109 <i>The Stowaway:</i> 3, 7, 57, and 67 <i>You Be The Jury:</i> 3, 4, 15, and 49</p> <p><u>Teacher Materials</u> Reading Strategies Book: 16, 52, 76, 80, 96, 104</p>

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(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7–8); and	<p><u>Student Materials</u> Software: 1.2, L3; 1.3, L2–4; 1.4, L2–3; 2.1, L3; 2.2, L3, L4; 2.3, L4; 2.4, L3–4; 3.1, L2, L4; 3.2, L3, L4; 3.3, L2; 3.4, L3, L4; 4.3, L3; 4.4, L3–4; 5.1, L4; 5.2, L3; 5.3, L2, L4; 5.4, L2, L4; 6.1, L2–4; 6.2, L3, L4; 6.3, L3, L4; 6.4, L3, L4; 7.1, L3–4; 7.2, L3, L4; 7.3, L3; 7.4, L3; 8.1, L3; 8.3, L3; 8.4, L4; 9.1, L3, L4; 9.3, L3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> <i>Reading Strategies Book:</i> 7, 10, 13, 22, 31, 34, 37, 43, 58, 67, 76, 80, 116</p>
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4–8).	<p><u>Student Materials</u> Audiobooks: <i>The Mighty:</i> 98 <i>The Stowaway:</i> 3 and end of Ch. 20</p>
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);	<p><u>Student Materials</u> Software: Students read passages on the <i>READ 180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p>Audiobooks: All the Audiobook titles offer students the opportunity to read independently.</p>

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<p>(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 38, 44, 50, 53, 56, 59, 62, 65, 71, 74, 77–78, 81–82, 89–90, 91, 93–94, 97–98, 101–102, 105, 106, 109–110, 113–114, 117–118, 121–122</p>
<p>(C) adjust reading rate based on purposes for reading (4–8);</p>	<p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p>
<p>(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4–8); and</p>	<p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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<p>(E) read silently with increasing ease for longer periods (4–8).</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u></p> <p>Software: The students read along silently as the <i>READ 180</i> Software passages are read and read Reading Zone and Success Zone passages silently.</p> <p>Audiobooks: The Audiobooks give students the opportunity to read silently.</p> <p>Paperbacks: The Paperbacks give students the opportunity to read silently as the Narrator reads the book aloud.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: The passages in the Reading Strategies book offer the students ample opportunities for silent reading.</p> <p>Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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<p>(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p>	
<p>(A) read classic and contemporary works (2–8);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 38, 44, 50, 53, 56, 59, 62, 65, 71, 74, 77–78, 81–82, 89–90, 91, 93–94, 97–98, 101–102</p>
<p>(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6–8);</p>	<p><u>Student Materials</u> Audiobooks: The students select the audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the paperbacks of their choice.</p>

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(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4–8); and	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 38, 44, 50, 53, 56, 59, 62, 65, 71, 74, 77–78, 81–82, 89–90, 91, 93–94, 97–98, 101–102, 105, 106, 109–110, 113</p>
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6–8).	<p><u>Teacher Materials</u> Teacher's Guide: 55, 75, 101, 103, 113, 167, 187, 189, 193, 205, 250</p> <p>Teacher's Resource Book: 162, 163, 164, 166, 179, 180, 181, 182, 185, 186, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 204, 209, 218, 219, 221, 226, 232, 233</p>
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	

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(A) develop vocabulary by listening to selections read aloud (4–8);	<p>This objective is addressed throughout the text. See, for example:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p>Audiobooks: As the students listen and read along to the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6–8);	<p><u>Teacher Materials</u> Reading Strategies Book: 40, 43, 84, 92, 120</p>
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4–8);	<p><u>Student Materials</u> Audiobooks: <i>The Mighty</i>: 98 <i>The Stowaway</i>: 3 and end of Ch. 20</p>
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i> (4–8);	<p><u>Student Materials</u> Software: 1.2, L3; 1.3, L2–4; 1.4, L2–3; 2.1, L3; 2.2, L3, L4; 2.3, L4; 2.4, L3–4; 3.1, L2, L4; 3.2, L3, L4; 3.3, L2; 3.4, L3, L4; 4.3, L3; 4.4, L3–4; 5.1, L4; 5.2, L3; 5.3, L2, L4; 5.4, L2, L4; 6.1, L2–4; 6.2, L3, L4; 6.3, L3, L4; 6.4, L3, L4; 7.1, L3–4; 7.2, L3, L4; 7.3, L3; 7.4, L3; 8.1, L3; 8.3, L3; 8.4, L4; 9.1, L3, L4; 9.3, L3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 10, 13, 22, 31, 34, 37, 43, 58, 67, 76, 80, 116</p>

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(E) study word meanings systematically such as across curricular content areas and through current events (4–8);	<p><u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high-utility words.</p> <p>Audiobooks: As the students listen and read along to the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p> <p>Teacher’s Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128, 141–143</p>
(F) distinguish denotative and connotative meanings (6–8); and	<p><u>Teacher Materials</u> Reading Strategies Book: 46, 100, 104, 116</p>
(G) use word origins as an aid to understanding historical influences on English word meanings (6–8).	<p><u>Student Materials</u> Software: 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 3.4, L4; 5.1, L4; 5.3, L4; 5.4, L4; 6.1, L4; 6.2, L4; 6.3, L4; 6.4, L4; 7.2, L4; 9.1, L4; 9.3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 22, 76, 116</p>
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	

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<p>(A) use his/her own knowledge and experience to comprehend (4–8);</p>	<p><u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p>
<p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4–8);</p>	<p><u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Books: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>

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<p>(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4–8);</p>	<p><u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 Is Down!</i> <i>Local News</i> <i>The Mighty: 23</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound: The Tragic Story of the Donner Party</i> <i>Somewhere in the Darkness</i> <i>The Stowaway: 13–17, end of Chs. 16 and 21, and 108</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p>
<p>(D) describe mental images that text descriptions evoke (4–8);</p>	<p><u>Student Materials</u> Audiobooks: <i>Flight #116 Is Down!:</i> 48 <i>Quake!:</i> 32 <i>The Stowaway:</i> end of Ch. 10</p>

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<p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);</p>	<p><u>Student Materials</u> Software: 1.2, L2–4; 1.4, L1–4; 2.1, L1–4; 2.4, L1–4; 3.2, L2–4; 3.3, L1–4; 3.4, L1; 4.3, L1–4; 4.4, L1–4; 5.1, L1–4; 5.3, L2, L4; 5.4, L1, L3; 6.2, L1–4; 6.3, L2–4; 6.4, L1; 7.1, L4; 7.2, L1–3; 7.3, L3–4; 7.4, L1–2; 8.3, L1–4; 8.4, L1–4; 9.1, L1–4; 9.4, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 68 <i>Daniel's Story:</i> 19, 24, and 59 <i>Flight #116 Is Down!:</i> 8, end of Ch. 2, 47, 48, 106, and 155 <i>Local News:</i> 82 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 3 <i>Somewhere in the Darkness:</i> 19 <i>The Stowaway:</i> 20 <i>You Be The Jury:</i> 6, 11, 19, and 26</p> <p><u>Teacher Materials</u> Reading Strategies Book: 12, 48, 87</p> <p>Teacher's Guide: Software: 67, 75, 77, 91, 105, 115 Paperbacks: 197, 243</p> <p>Teacher's Resource Book: 150</p>

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<p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8);</p>	<p><u>Student Materials</u> Software: 1.1, L1–4; 1.3, L1–4; 2.1, L1–4; 2.3, L1–4; 3.1, L1–4; 3.2, L3–4; 3.3, L1–2; 4.1, L1–4; 4.2, L1–4; 5.1, L1–2, L4; 5.2, L1, L3; 5.3, L2–4; 6.1, L1–4; 6.3, L1–4; 7.1, L1–4; 7.3, L1–2; 7.4, L3–4; 8.1, L1–4; 8.3, L1–4; 9.1, L1–4; 9.3, L1–4</p> <p>Audiobooks: <i>Daniel's Story</i>: 4 <i>Flight #116 Is Down!</i>: 187</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 42, 79</p> <p>Teacher's Guide: Software: 71, 83, 97 Paperbacks: 175, 179, 191</p> <p>Teacher's Resource Book: 150</p>

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<p>(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1–4; 1.2, L1–2; 1.3, L1, L3–4; 2.2, L1–4; 2.3, L4; 2.4, L1–3; 3.1, L2–4; 3.2, L1; 3.3, L2; 3.4, L1, L3–4; 4.1, L1–4; 4.3, L1–4; 5.1, L2–3; 5.2, L1–2, L4; 5.3, L1, L3; 5.4, L1, L4; 6.2, L1–4; 6.3, L1–2; 6.4, L3; 7.1, L1–4; 7.2, L4; 7.3, L1–2; 7.4, L3; 8.1, L1–4; 8.2, L2–3; 8.3, L4; 8.4, L1–2; 9.2, L1–4; 9.4, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 14, 18, 81, 85, and 90 <i>Daniel’s Story:</i> 3, 5, 12, 24, 32, 35, 55, 59, 67, 75, 89, 98, and end of Ch. 16 <i>Flight #116 Is Down!:</i> 31, 47, 57, 78, 87, and end of book <i>Local News:</i> 13, 79, and 83 <i>The Mighty:</i> end of Chs. 1, 10, 12, and 21 <i>P. S. Longer Letter Later:</i> 54, 62, 75, and 161 <i>Quake!:</i> end of Ch. 5, 100, end of Ch. 10, and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 1, 4, 6, and 8 <i>Somewhere in the Darkness:</i> 10, 13, 34, 42, 46, 69, 78, 116, 142, and 154 <i>The Star Fisher:</i> end of Chs. 1 and 3 <i>The Stowaway:</i> 20 <i>You Be the Jury:</i> 5, 15, 21–23, 46–49, 52, and 57</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 9, 45, 83</p> <p>Teacher’s Guide: Software: 55, 63, 93, 103, 105, 133 Audiobooks: 147 Paperbacks: 187, 209, 249</p> <p>Teacher’s Resource Book: 151</p>

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<p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1–2, L4; 1.2, L1–4; 1.3, L1–4; 1.4, L2–4; 2.1, L1–4; 2.2, L1–4; 2.3, L1–3; 2.4, L1–4; 3.1, L1–4; 3.2, L1, L2–3; 3.3, L2–4; 3.4, L1, L3–4; 4.1, L1–4; 4.2, L1–4; 4.3, L1–3; 4.4, L1–4; 5.1, L1, L2, L4; 5.2, L1–4; 5.3, L1–4; 5.4, L1–4; 6.1, L1–L4; 6.2, L1–2; 6.3, L1–4; 6.4, L1–4; 7.1, L1–3; 7.2, L1–4; 7.3, L1–4; 7.4, L1, L4; 8.1, L1–4; 8.2, L1–4; 8.3, L3–4; 8.4, L1–4; 9.2, L1–4; 9.3, L1–4; 9.4, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 7, 8, 9, 14, 23, 28, 30, 48, 68, 76, 107, 119, and 137 <i>Daniel’s Story:</i> 3, 5, 10, 12, 13, 15, 31, 32, 45, 55, 68, 75, 89, 98, and end of Ch. 15 <i>Flight #116 Is Down!:</i> 59, 99, 132, and 163 <i>Local News:</i> 13, 72, 73 and 79 <i>The Mighty:</i> end of Chs. 2, 5–8, 6, 9, 10, 13–15, 16 and 20–22 <i>P. S. Longer Letter Later:</i> 12, 19, 26, 75, 30, 83, 110, 143, 169, 176, 189, 197, and 204 <i>Quake!:</i> 5, 13, 27, 52, 62, 70, 91, end of Chs. 9 and 10, and end of book <i>Snowbound: The Tragic Story of the Donner Party:</i> 25, 62, and end of book <i>Somewhere in the Darkness:</i> 19, 22, 39, 42, 46, 78, 93, 94, 99, 103, 108, 112, 116, 140, 154, 156, 161, and 168 <i>The Star Fisher:</i> end of Ch. 1, 2, 4, 9, 10, 19, 42, 102, and end of Ch. 12 <i>You Be the Jury:</i> 11, 19, 27, 52, 53, and 61</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 18, 21, 54, 57, 95, 99</p> <p>Teacher’s Guide: Software: 53, 61, 81, 85 Audiobooks: 155, 161 Paperbacks: 173, 181, 195, 211, 229</p> <p>Teacher’s Resource Book: 154, 155</p>

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<p>(I) find similarities and differences across texts such as in treatment, scope, or organization (4–8);</p>	<p><u>Student Materials</u> Software: 1.1, L1–3; 1.2, L3–4; 1.3, L2; 1.4, L1; 2.2, L1–4; 2.3, L2–4; 2.4, L1; 3.2, L1–4; 3.3, L3–4; 3.4, L1–2; 4.3, L1–2, L4; 4.4, L1–4; 5.2, L3–4; 5.3, L1–2, L4; 5.4, L2–3; 6.2, L1–4; 6.3, L2–4; 6.4, L1; 7.1, L3; 7.2, L1–2; 7.3, L3–4; 7.4, L1–2, L4; 8.1, L1–3; 8.2, L1; 8.4, L3–4; 9.1, L1–4; 9.2, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 32 <i>Daniel’s Story:</i> 45 and 68 <i>Flight #116 Is Down!:</i> 8, 99, 132, and 187 <i>The Mighty:</i> end of Chs. 3, 4, 8, 9, 12–14, 17, and 25 <i>P. S. Longer Letter Later:</i> 19, 54, and 62 <i>Quake!:</i> 110 <i>The Star Fisher:</i> end of Chs. 4 and 6, 61, 71, 85, 102, and end of Ch. 10 <i>The Stowaway:</i> end of Chs. 25 and 29 <i>You Be the Jury:</i> 10 and 21</p> <p><u>Teacher Materials</u> Reading Strategies Book: 27, 63, 107</p> <p>Teacher’s Guide: Software: 51, 65, 73 Audiobooks: 153 Paperbacks: 183, 201, 225, 227</p> <p>Teacher’s Resource Book: 157</p>
<p>(J) distinguish fact and opinion in various texts (4–8);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage B.</p>

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<p>(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4–8);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8); and</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 215, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>

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<p>(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6–8).</p>	<p><u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 Is Down!</i> <i>Local News</i> <i>The Mighty: 23</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound: The Tragic Story of the Donner Party</i> <i>Somewhere in the Darkness</i> <i>The Stowaway: 13–17, end of Chs. 16 and 21, and 108</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p>
<p>(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</p>	

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<p>(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4–8);</p>	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4–8);</p>	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(C) support responses by referring to relevant aspects of text and his/her own experiences (4–8); and</p>	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).</p>	<p><u>Student Materials</u> Software: 1.1, L1–3; 1.2, L3–4; 1.3, L2; 1.4, L1; 2.2, L1–4; 2.3, L2–4; 2.4, L1; 3.2, L1–4; 3.3, L3–4; 3.4, L1–2; 4.3, L1–2, L4; 4.4, L1–4; 5.2, L3–4; 5.3, L1–2, L4; 5.4, L2–3; 6.2, L1–4; 6.3, L2–4; 6.4, L1; 7.1, L3; 7.2, L1–2; 7.3, L3–4; 7.4, L1–2, L4; 8.1, L1–3; 8.2, L1; 8.4, L3–4; 9.1, L1–4; 9.2, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 32 <i>Daniel’s Story:</i> 45 and 68 <i>Flight #116 Is Down!:</i> 8, 99, 132, and 187 <i>The Mighty:</i> end of Chs. 3, 4, 8, 9, 12–14, 17, and 25 <i>P. S. Longer Letter Later:</i> 19, 54, and 62 <i>Quake!:</i> 110 <i>The Star Fisher:</i> end of Chs. 4 and 6, 61, 71, 85, 102, and end of Ch. 10 <i>The Stowaway:</i> end of Chs. 25 and 29 <i>You Be the Jury:</i> 10 and 21</p> <p><u>Teacher Materials</u> Reading Strategies Book: 27, 63, 107</p> <p>Teacher’s Guide: Software: 51, 65, 73 Audiobooks: 153 Paperbacks: 183, 201, 225, 227</p> <p>Teacher’s Resource Book: 157</p>

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(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 89–90, 93–94, 101–102, 105–106, 109–110, 113–114, 117–118, 121–122</p>
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4–8);	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 89–90, 93–94, 101–102, 105–106, 109–110, 113–114, 117–118, 121–122</p>
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2–8);	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage B.</p>

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<p>(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6–7);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Paperbacks: <i>Just Talk</i> <i>King of the Hill</i> <i>Happy Burger</i> <i>Destination: Everest</i> <i>Zero Tolerance</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 93–94</p>
<p>(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3–7);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Paperbacks:</u> All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 20, 26, 29, 32, 35, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 89–90, 93–94, 101–102, 105–106, 109–110, 113–114, 117–118, 121–122</p>

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<p>(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8);</p>	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 6, 23, 28, 34, 60, 68, 92, 103, 117, and 119 <i>Daniel’s Story:</i> 23, 73, 98, and 107 <i>Flight #116 Is Down!:</i> 8, 19, 87, 99, 105, and 139 <i>Local News:</i> 83, and 90 <i>The Mighty:</i> end of Chs. 3, 13, 20, 22, 23, and 25 <i>P. S. Longer Letter Later:</i> 83, 86, 110, 116, 161, 189, 197, 214, and 234 <i>Quake!:</i> 62 and 119 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 3, and 38 <i>Somewhere in the Darkness:</i> 10, 99, 103, and 165 <i>The Star Fisher:</i> 56, 81, 85, and 143 <i>The Stowaway:</i> end of Chs. 8, 9, 13, 17, 22, 24, and 30</p> <p><u>Teacher Materials</u> Reading Strategies Book: 33, 69, 115</p> <p>Teacher’s Guide: Audiobooks: 149 Paperbacks: 193, 199, 203, 207, 219, 223, 245</p> <p>Teacher’s Resource Book: 159</p>

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<p>(G) recognize and analyze story plot, setting, and problem resolution (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.2, L3; 1.3, L2–4; 1.4, L1–2, L4; 2.1, L3; 2.2, L1–4; 2.3, L1, L4; 2.4, L2; 3.1, L1; 3.2, L2; 3.3, L1, L3–4; 3.4, L3–4; 4.1, L1–4; 4.2, L1–4; 5.1, L3; 5.2, L1–2; 5.3, L1, L3–4; 5.4, L2, L4; 6.1, L1–4; 6.2, L3; 6.3, L1; 6.4, L2, L4; 7.1, L1–2, L4; 7.2, L3–4; 7.4, L1–3; 8.1, L4; 8.2, L1–4; 8.3, L1–3; 9.1, L2–3; 9.2, L1–2; 9.3, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 6, 13, 28, 34, 55, 78, 111, and 137 <i>Daniel’s Story:</i> 45, 81, 83, 98, and 107 <i>Flight #116 Is Down!:</i> 8, 14, 48, 72, 120 and 183 <i>Local News:</i> 13, 73, 82, 83, and 90 <i>The Mighty:</i> 90, and end of Ch. 19 <i>P. S. Longer Letter Later:</i> 67, 143, 204, 215, and 234 <i>Quake!:</i> 12, end of Ch. 2, 55, 62, 91, and 132 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 3, 5, and 8 <i>The Star Fisher:</i> 31, 56, 85 and end of book <i>The Stowaway:</i> 10, 12, 13, 20, 39, 67, and end of Ch. 23 <i>You Be the Jury:</i> 11</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 30, 36, 39, 66, 72, 75, 119, 123</p> <p>Teacher’s Guide: Software: 95, 101, 123 Audiobooks: 151, 159, 163, 165 Paperbacks: 177, 185, 213, 215, 217, 221, 237, 247</p> <p>Teacher’s Resource Book: 158, 160, 161</p>

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<p>(H) describe how the author's perspective or point of view affects the text (4–8);</p>	<p>The opportunity to address this objective is available. See the following</p> <p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 6, 23, 28, 34, 60, 68, 92, 103, 117, and 119 <i>Daniel's Story:</i> 23, 73, 98, and 107 <i>Flight #116 Is Down!:</i> 8, 19, 87, 99, 105, and 139 <i>Local News:</i> 83, and 90 <i>The Mighty:</i> end of Chs. 3, 13, 20, 22, 23, and 25 <i>P. S. Longer Letter Later:</i> 83, 86, 110, 116, 161, 189, 197, 214, and 234 <i>Quake!:</i> 62 and 119 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Ch. 3, and 38 <i>Somewhere in the Darkness:</i> 10, 99, 103, and 165 <i>The Star Fisher:</i> 56, 81, 85, and 143 <i>The Stowaway:</i> end of Chs. 8, 9, 13, 17, 22, 24, and 30</p> <p><u>Teacher Materials</u> Reading Strategies Book: 33, 69, 115</p> <p>Teacher's Guide: Audiobooks: 149 Paperbacks: 193, 199, 203, 207, 219, 223, 245</p> <p>Teacher's Resource Book: 159</p>

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<p>(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1–3; 1.2, L3–4; 1.3, L2; 1.4, L1; 2.2, L1–4; 2.3, L2–4; 2.4, L1; 3.2, L1–4; 3.3, L3–4; 3.4, L1–2; 4.3, L1–2, L4; 4.4, L1–4; 5.2, L3–4; 5.3, L1–2, L4; 5.4, L2–3; 6.2, L1–4; 6.3, L2–4; 6.4, L1; 7.1, L3; 7.2, L1–2; 7.3, L3–4; 7.4, L1–2, L4; 8.1, L1–3; 8.2, L1; 8.4, L3–4; 9.1, L1–4; 9.2, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 30, 32, 56, 68, and 79 <i>Daniel’s Story:</i> 19, 24, 45, 55, 59 and 68 <i>Flight #116 Is Down!:</i> 8, 47, 55, 99, 132, 187, and end of Ch. 2, 47, 48, 106, and 155 <i>Local News:</i> 82 <i>The Mighty:</i> end of Chs. 3, 4, 8, 9, 12–14, 17, and 25 <i>P. S. Longer Letter Later:</i> 19, 54, 62, and 204 <i>Quake!:</i> 69, 91, 110, and 214 <i>Snowbound: The Tragic Story of the Donner Party:</i> end of Chs. 2, 3, 6, and 8 <i>Somewhere in the Darkness:</i> 19 and 84 <i>The Star Fisher:</i> end of Chs. 4 and 6, 61, 71, 85, 102, and end of Ch. 6, 10, 81 and 85 <i>The Stowaway:</i> 20, end of Chs. 6, 25 and 29 <i>You Be the Jury:</i> 6, 10, 11, 19, 21, 26 and 50</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 12, 24, 27, 48, 60, 63, 87, 103, 107</p> <p>Teacher’s Guide: Software: 51, 65, 67, 75, 73, 77, 87, 91, 105, 107, 113, 115, 125, 131, 135 Audiobooks: 153, 157 Paperbacks: 183, 197, 201, 205, 225, 227, 235, 239, 243, 251</p> <p>Teacher’s Resource Book: 150, 156, 157</p>

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(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6–8); and	Student Materials Audiobooks: <i>Somewhere in the Darkness</i> : 108 <i>The Star Fisher</i> : 130 <i>The Stowaway</i> : end of Ch. 7
(K) recognize how style, tone, and mood contribute to the effect of the text (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	
(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 215, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 171, 179, 187, 231, 248</p>
(F) produce research projects and reports in effective formats for various audiences (6–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 149, 211, 237</p> <p>Teacher’s Resource Book: 168, 194, 224</p>

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(G) draw conclusions from information gathered from multiple sources (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u></p> <p>Software: 1.2, L1–2, L4; 1.3, L1–4; 1.4, L3; 2.1, L1–4; 2.3, L1–3; 2.4, L4; 3.1, L1–2; 3.2, L1, L2–3; 3.3, L2–4; 4.1, L3–4; 4.2, L1–4; 4.4, L1–2; 5.1, L1; 5.2, L2–4; 5.3, L2; 5.4, L1, L3–4; 6.1, L4; 6.2, L1–2; 6.3, L3–4; 6.4, L1–4; 7.1, L1–3; 7.3, L2–4; 7.4, L1, L4; 8.1, L4; 8.2, L2; 8.3, L3–4; 8.4, L1–4; 9.3, L1–4; 9.4, L1–4</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie:</i> 28, 30, 68, 76, 107, 119, and 137 <i>Daniel’s Story:</i> 3, 10, 12, 32, 75, 98, and end of Ch. 15 <i>Flight #116 Is Down!:</i> 132 <i>Local News:</i> 73 <i>The Mighty:</i> end of Chs. 2, 6, 9, 10, and 16 <i>P. S. Longer Letter Later:</i> 75, 83, 143, and 204 <i>Quake!:</i> 27, 91, end of Chs. 9 and 10, and end of book <i>Snowbound: The Tragic Story of the Donner Party:</i> 25, 62, and end of book <i>Somewhere in the Darkness:</i> 19, 22, 39, 42, 46, 78, 93, 94, 99, 103, 108, 112, 116, 140, 154, 156, 161, and 168 <i>The Star Fisher:</i> end of Ch. 2, 42, 102, and end of Ch. 12 <i>You Be the Jury:</i> 11, 19, 27, 53, and 61</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 18, 54, 95</p> <p>Teacher’s Guide: Software: 61, 81 Audiobooks: 155 Paperbacks: 211, 229</p> <p>Teacher’s Resource Book: 154</p>

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(H) use compiled information and knowledge to raise additional, unanswered questions (3–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(I) present organized statements, reports, and speeches using visuals or media to support meaning (6–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>
(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	

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<p>(A) compare text events with his/her own and other readers' experiences (4–8);</p>	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(B) determine distinctive and common characteristics of cultures through wide reading (4–8); and</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p>Teacher Materials Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(C) articulate and discuss themes and connections that cross cultures (4–8).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p>Teacher Materials Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</p>	
<p>(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4–8);</p>	<p>Teacher Materials Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>
<p>(B) write to influence such as to persuade, argue, and request (4–8);</p>	<p>Teacher Materials Teacher’s Guide: 223, 235, 251</p> <p>Teacher’s Resource Book: 176, 182, 184, 189, 232, 241</p>
<p>(C) write to inform such as to explain, describe, report, and narrate (4–8);</p>	<p>Teacher Materials Teacher’s Guide: 51, 53, 55, 73, 77, 81, 83, 85, 87, 91, 97, 133, 135, 142, 149, 151, 155, 161, 163, 167, 179, 181, 183, 185, 189, 193, 197, 201, 205, 211, 213, 217, 219, 225, 227, 230, 231, 233, 235, 237, 247</p> <p>Teacher’s Resource Book: 159, 164, 165, 168, 175, 179, 186, 194, 194, 198, 201, 202, 203, 204, 205, 206, 207, 208, 209, 211, 214, 215, 216, 220, 221, 224, 225, 227, 228, 230, 238, 239, 242, 245, 249</p>

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(D) write to entertain such as to compose humorous poems or short stories (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 73, 83, 179, 181, 183, 185, 213, 217, 241</p> <p>Teacher’s Resource Book: 162, 163, 164, 165, 177, 182, 188, 198, 199, 210, 213, 203, 206, 214, 215, 217, 218, 220, 229, 231, 235, 237, 239, 241, 244, 245, 246, 247</p>
(E) select and use voice and style appropriate to audience and purpose (6–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>

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<p>(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>
<p>(G) use literary devices effectively such as suspense, dialogue, and figurative language (5–8); and</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 73, 83, 185, 213, 217</p> <p>Teacher’s Resource Book: 162, 163, 165, 182, 198, 203, 206, 235, 239</p>

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(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>

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(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p>Teacher Materials Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6–8);	<p>Student Materials Software: 4.4, L1</p> <p>Teacher Materials Reading Strategies Book: 46, 49, 84, 108</p>

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(C) spell derivatives correctly by applying the spellings of bases and affixes (7–8);	<p><u>Student Materials</u> Software: 1.2, L3; 1.3, L2–4; 1.4, L2–3; 2.1, L3; 2.2, L3, L4; 2.3, L4; 2.4, L3–4; 3.1, L2, L4; 3.2, L3, L4; 3.3, L2; 3.4, L3, L4; 4.3, L3; 4.4, L3–4; 5.1, L4; 5.2, L3; 5.3, L2, L4; 5.4, L2, L4; 6.1, L2–4; 6.2, L3, L4; 6.3, L3, L4; 6.4, L3, L4; 7.1, L3–4; 7.2, L3, L4; 7.3, L3; 7.4, L3; 8.1, L3; 8.3, L3; 8.4, L4; 9.1, L3, L4; 9.3, L3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> <i>Reading Strategies Book:</i> 7, 10, 13, 22, 31, 34, 37, 43, 58, 67, 76, 80, 116</p>
(D) spell frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i> (7–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(E) use resources to find correct spellings (4–8);	<p><u>Student Materials</u> Audiobooks: <i>The Mighty</i>: 98 <i>The Stowaway</i>: 3 and end of Ch. 20</p>
(F) spell accurately in final drafts (4–8); and	<p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(G) understand the influence of other languages and cultures on the spelling of English words (6–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: 2.2, L4; 2.3, L4; 3.1, L4; 3.2, L4; 3.4, L4; 5.1, L4; 5.3, L4; 5.4, L4; 6.1, L4; 6.2, L4; 6.3, L4; 6.4, L4; 7.2, L4; 9.1, L4; 9.3, L4; 9.4, L4</p> <p><u>Teacher Materials</u> Reading Strategies Book: 7, 22, 76, 116</p>

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(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7–8);	<p>The opportunity to address this objective is available. See the following:</p> <p>Teacher Materials Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>
(B) use conjunctions to connect ideas meaningfully (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(E) use prepositional phrases to elaborate written ideas (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(G) write with increasing accuracy when using apostrophes in contractions such as <i>won't</i> and possessives such as <i>Smith's</i> (4–8); and	<p><u>Student Materials</u> Software: 4.4, L1</p> <p><u>Teacher Materials</u> Reading Strategies Book: 19, 46, 49, 55, 67, 73, 84, 100, 108</p>
(H) write with increasing accuracy when using pronoun case such as "She had the party." (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	

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(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>

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<p>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, , 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>

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(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, , 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>
(D) revise drafts for coherence, progression, and logical support of ideas (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, , 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>
(G) refine selected pieces frequently to "publish" for general and specific audiences (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(H) proofread his/her own writing and that of others (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>

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(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Audiobooks: <i>The Mighty</i>: 98 <i>The Stowaway</i>: 3 and end of Ch. 20</p>
(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	
(A) apply criteria to evaluate writing (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(B) respond in constructive ways to others' writings (4–8);	<p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel's Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher's Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(C) evaluate how well his/her own writing achieves its purposes (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Audiobooks: <i>Across the Wide and Lonesome Prairie</i> <i>Daniel’s Story</i> <i>Flight #116 is Down!</i> <i>Local News</i> <i>The Mighty</i> <i>P.S. Longer Letter Later</i> <i>Quake!</i> <i>Snowbound</i> <i>Somewhere in the Darkness</i> <i>The Star Fisher</i> <i>The Stowaway</i> <i>You Be the Jury</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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(D) analyze published examples as models for writing (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 246, 247, 248, 249</p>
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	
(A) frame questions to direct research (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 115, 131, 149, 189, 191, 211, 237</p> <p>Teacher’s Resource Book: 162, 163, 167, 168, 172, 174, 187, 190, 194, 195, 200, 224, 233, 244, 245, 248</p>

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(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 215, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 215, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>

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(E) present information in various forms using available technology (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, , 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>
(F) evaluate his/her own research and frame new questions for further investigation (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(G) follow accepted formats for writing research, including documenting sources (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p>Teacher Materials Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 142, 145, 147, 149, 151, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 230, 231, 233, 235, 237, 239, 241, 243, 247, 249, 250, 251</p> <p>Teacher’s Resource Book: 151, 159, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249</p>
(B) correspond with peers or others via e-mail or conventional mail (4–8); and	<p>Teacher Materials Teacher’s Guide: 71, 91, 101, 115, 181, 235, 241</p> <p>Teacher’s Resource Book: 195, 196, 208, 212, 220, 226, 231, 234, 235, 236, 240, 241, 245, 249</p>
(C) identify challenges faced by published authors and strategies they use to compose various types of text (7–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(C) use media to compare ideas and points of view (4–8).	<u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239 Teacher's Resource Book: 179, 187, 248
(23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(B) compare and contrast print, visual, and electronic media such as film with written story (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.

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(C) evaluate the purposes and effects of various media such as film, print, and technology presentations (6–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(D) evaluate how different media forms influence and inform (6–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage B.
(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p>Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 67, 77, 83, 85, 91, 93, 95, 105, 111, 113, 117, 121, 123, 133, 137, 157, 177, 185, 191, 213, 219, 223, 237, 239</p> <p>Teacher’s Resource Book: 179, 187, 248</p>
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4–8); and	<p>Teacher Materials Teacher’s Guide: 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 149, 159, 173, 175, 199, 203, 209, 211, 221, 227, 229, 237, 249</p> <p>Teacher’s Resource Book: 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 194, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p>

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(C) assess how language, medium, and presentation contribute to the message (6–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 81, 83, 85, 95, 107, 117, 121, 123, 125, 127, 133, 149, 159, 173, 175, 199, 203, 209, 211, 221, 227, 229, 237, 249</p> <p>Teacher’s Resource Book: 162, 163, 165, 166, 167, 168, 169, 170, 171, 172, 174, 175, 176, 178, 179, 180, 181, 182, 183, 186, 187, 188, 189, 191, 192, 194, 195, 197, 198, 199, 200, 201, 202, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 217, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 233, 234, 236, 237, 238, 239, 240, 241, 242, 243, 244, 246, 248, 249</p>