

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 4**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p><b>rBook Workshop 1</b>            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up,</b> pp. 30-31  <b>Differentiated Support,</b> pp. 31A-31B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.  <b>1.4 Vocabulary and Concept Development:</b> know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).  <b>1.6 Vocabulary and Concept Development:</b> distinguish and interpret multiple meaning words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.  <b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.  <b>1.7 Spelling:</b> spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>

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<p>(continued)</p> <p><b>rBook Workshop 1</b>            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up</b>, pp. 30-31  <b>Differentiated Support</b>, pp. 31A-31B</p>	<p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.2 Organization and Focus:</b> create multiple-paragraph compositions that</p> <ol style="list-style-type: none"> <li>1) provide an introductory paragraph.</li> <li>2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>3) include supporting paragraphs with simple facts, details, and explanations.</li> <li>4) conclude with a paragraph that summarizes the points.</li> <li>5) use correct indentation.</li> </ol> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 2</b>            Social Studies Nonfiction  <b>Coming to America</b>  <b>Best Practices:</b> Sequence of Events, pp. 32C-33D  <b>Comprehension:</b> Sequence of Events  <b>Readings</b>            1. New to the U.S., pp. 34-45            2. My Journey to America, pp. 36-39            3. A Nation of Immigrants, pp. 40-41</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine</p>

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<p><b>Text Feature:</b> Reading a Circle Graph, pp. 42-43</p> <p><b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Antonyms, pp. 44-45</p> <p><b>Writing and Grammar:</b> Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51</p> <p><b>Functional Literacy:</b> Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53</p> <p><b>Workshop Wrap-Up,</b> pp. 54-55</p> <p><b>Differentiated Support,</b> pp. 55A-55B</p>	<p>the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b></p> <p><b>2.1 Structural Features of Informational Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.</p> <p><b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.1 Organization and Focus:</b> select a focus,</p>

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<p>(continued)</p> <p><b>rBook Workshop 2</b>  Social Studies Nonfiction  <b>Coming to America</b></p>	<p>an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p><b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.</p> <p><b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 3</b>  Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b></p> <p><b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p> <p><b>2.0 READING COMPREHENSION:</b></p> <p><b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND</b></p>

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<p>(continued)  <b>rBook Workshop 3</b>  Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main events of the plot, their causes, and the influence of each event on future actions.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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<p><b>rBook Workshop 4</b>  Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>  1. Stop all Bullies!, pp. 86-87  2. Girl Fight, pp. 88-91  3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up,</b> pp. 106-107  <b>Differentiated Support,</b> pp. 107A-107B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.2 Organization and Focus:</b> create multiple-paragraph compositions that  1) provide an introductory paragraph.</p>

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<p>(continued)</p> <p><b>rBook Workshop 4</b>  Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>  1. Stop all Bullies!, pp. 86-87  2. Girl Fight, pp. 88-91  3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up,</b> pp. 106-107  <b>Differentiated Support,</b> pp. 107A-107B</p>	<p>2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.  3) include supporting paragraphs with simple facts, details, and explanations.  4) conclude with a paragraph that summarizes the points.  5) use correct indentation.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 5</b>  Social Studies Nonfiction  <b>Secrets of the Mummy’s Tomb</b>  <b>Best Practices:</b> Problem and Solution, pp. 108C-108D  <b>Comprehension:</b> Problem and Solution  <b>Readings</b>  1. King Tut’s Tomb, pp. 110-111  2. The Gory Art of Mummy-Making, pp. 112-115  3. Ancient Egypt: Unlocking the Past, pp. 116-117  <b>Text Feature:</b> Reading a Diagram, pp. 118-119  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Idioms, pp. 120-121  <b>Writing and Grammar:</b> Persuasive Paragraph, Using Irregular Verbs, Using</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen</p>

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<p>Commas With Introductory Words, pp. 122-127  <b>Functional Literacy:</b> Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129  <b>Workshop Wrap-Up,</b> pp. 130-131  <b>Differentiated Support,</b> pp. 131A-131B</p>	<p>comprehension.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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<p><b>rBook Workshop 6</b>            Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. The Marble Champ, pp. 136-149            2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.6 Vocabulary and Concept Development:</b> distinguish and interpret multiple meaning words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main events of the plot, their causes, and the influence of each event on future actions.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.  <b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p>

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<p>(continued)  <b>rBook Workshop 6</b>  Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. The Marble Champ, pp. 136-149  2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.4 Punctuation:</b> use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.2 Organization and Focus:</b> create multiple-paragraph compositions that</p> <ol style="list-style-type: none"> <li>1) provide an introductory paragraph.</li> <li>2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>3) include supporting paragraphs with simple facts, details, and explanations.</li> <li>4) conclude with a paragraph that summarizes the points.</li> <li>5) use correct indentation.</li> </ol> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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<p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187  <b>Differentiated Support,</b> pp. 187A-187B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.  <b>1.6 Vocabulary and Concept Development:</b> distinguish and interpret multiple meaning words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view</p>

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<p>(continued)</p> <p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187</p>	<p>based upon purpose, audience, length, and format requirements.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p><b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.</p> <p><b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).</p> <p><b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p><b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 8</b>            Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross</b>  <b>Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. Food Fight: Chefs Vs. Kids, pp. 190-191            2. Bugs Vs. Burgers, pp. 192-195            3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b></p> <p><b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p> <p><b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>1.4 Vocabulary and Concept Development:</b> know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational</b></p>

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<p><b>Workshop Wrap-Up</b>, pp. 210-211  <b>Differentiated Support</b>, pp. 211A-211B</p>	<p><b>Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.2 Sentence Structure:</b> combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><b>1.5 Punctuation:</b> use underlining, quotations marks, or italics to identify titles of documents.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>

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<p>(continued)  <b>rBook Workshop 8</b>  Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross</b>  <b>Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>  1. Food Fight: Chefs Vs. Kids, pp. 190-191  2. Bugs Vs. Burgers, pp. 192-195  3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209  <b>Workshop Wrap-Up,</b> pp. 210-211  <b>Differentiated Support,</b> pp. 211A-211B</p>	<p><b>1.7 Spelling:</b> spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of</p>

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<p>Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p>information, personal enjoyment).</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.</p> <p><b>1.2 Sentence Structure:</b> combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and</p>

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<p>(continued)</p> <p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p>format requirements.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>