

**Scholastic's Read 180, Stage A
correlated to the
Arkansas Language Arts Curriculum Framework
Grade 3**

Arkansas Language Arts Curriculum Framework	Scholastic's Read 180, Stage A
Strand 1: Writing	
Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	
W.1.1. Move from visual and spoken experiences to written language through positive modeling.	<p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>QuickWrite <u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p> <p>Writing and Grammar Strategies Book activities also support this objective. See, for example:</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p>

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	<p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p>
W.1.3. Follow patterns from predictable books, poems and stories.	<p>Selected Examples Include:</p> <p>Create a Glossary <u>Teacher Materials</u> Teacher's Resource Book: 128, 141</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Plan a Web Page <u>Teacher Materials</u> Teacher's Guide: 181, 185</p> <p>Teacher's Resource Book: 178</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Descriptive Writing <u>Enterprise Matches</u> 196-199, 202-205, 250</p>
W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	<p>Selected Examples Include:</p> <p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p>

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	<p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Write a Narrative <u>Teacher Materials</u> Teacher's Guide: 145, 165, 175</p> <p>Teacher's Resource Book: 133, 184, 191</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p>

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	<p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
W.1.5. Write from experiences and thoughts.	<p>Selected Examples Include:</p> <p>Literature Review <u>Enterprise Matches</u> 154-159, 250</p> <p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write Song Lyrics, Poems <u>Teacher Materials</u> Teacher's Guide: 51, 81, 159</p> <p>Teacher's Resource Book: 128, 148, 165, 169</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book:</p>

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	<p>126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
W.1.6. Write in one or more subject areas daily.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Literature Review <u>Enterprise Matches</u> 154-159, 250</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p>

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	<p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Write a Narrative</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 145, 165, 175</p> <p>Teacher's Resource Book: 133, 184, 191</p> <p>Write an Argument</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Book Synopsis</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 78-82</p> <p>Writing a Review</p> <p><u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book:</p> <p>93-97</p> <p>Descriptive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 108-112</p>
W.1.7. Recognize and express cultural diversity in writing.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write a Narrative <u>Teacher Materials</u> Teacher's Guide: 145, 165, 175</p>

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	<p>Teacher's Resource Book:</p> <p>133, 184, 191</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
W.1.8. Respond appropriately to the writing of others.	<p>The Following Selected Matches Support this Objective:</p> <p>Literature Response <u>Enterprise Matches</u> 74-77, 250</p> <p>Reader Response Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i> Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i></p>

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	<p><i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Teacher's Guide: The 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>Fact and Fiction Collection: <i>The Bird with Two Heads</i> <i>The Mystery of the Spotted Band</i> <i>End-Zone Boogie</i> <i>It's a Dog's Life</i> <i>Bat Boy and Other Strange Creatures</i> <i>Leader of the Pack</i> <i>Dragon Slayers to the Rescue</i> <i>In Search of the Mummy King</i> <i>Tom Sawyer</i> <i>The Tricky Rabbit</i> <i>Mookie Is Missing!</i> <i>Not Again!</i> <i>Monster Mash: The Wild World of Monster Trucks</i> <i>Tornado Alley: Where Disaster Always Strikes</i> <i>¡Audaz! The Daring Adventures of Mountain Climber Carlos Carsolio</i></p> <p><i>Slam Dunk! The Story of Yao Ming</i></p>
W.1.9. Use the responses of others to review writing for clarity, style and content.	<p>Peer Revision <u>Enterprise Matches</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>

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W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
W.1.11. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes.	<p>Selected Examples Include:</p> <p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Write a Summary <u>Teacher Materials</u> Reading Strategies Book: 9, 45, 83</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Write Song Lyrics, Poems <u>Teacher Materials</u> Teacher's Guide: 51, 81, 159</p> <p>Teacher's Resource Book: 128, 148, 165, 169</p> <p>Expository Composition <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book:</p> <p>118-122</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>
W.1.12. Write for a variety of audiences such as peers, parents, teachers and community.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive Writing <u>Enterprise Matches</u> 196-199, 202-205, 250</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Literature Review <u>Enterprise Matches</u> 154-159, 250</p> <p>Autobiographical Sketch <u>Teacher Materials</u> Writing and Grammar Strategies Book: 18-22</p> <p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>83-87</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p>
W.1.13. Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems.	<p>Selected Examples Include:</p> <p>Descriptive Writing <u>Enterprise Matches</u> 196-199, 202-205, 250</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>

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	<p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
W.1.14. Develop a collection of writings.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive Writing <u>Enterprise Matches</u> 196-199, 202-205, 250</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>

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	<p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
Strand 1: Writing	
Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.	
W.2.1. Write independently on self-selected topics.	<p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p>
W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Literature Review <u>Enterprise Matches</u> 154-159, 250</p> <p>Letter to the Author <u>Teacher Materials</u></p>

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	<p>Writing and Grammar Strategies Book: 83-87</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
W.2.3. Work in cooperative groups to produce a written product.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The 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>
W.2.4. Monitor progress of self and others.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Descriptive Writing <u>Enterprise Matches</u> 196-199, 202-205, 250</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p>
W.2.5. Accept responsibility for completing writing tasks.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Literature Review <u>Enterprise Matches</u> 154-159, 250</p>

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	<p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting, and content accuracy.	<p>Proofreading <u>Enterprise Matches</u> 27, 79, 103, 127, 159, 183, 205, 235</p> <p>Revision/Edit <u>Enterprise Matches</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>

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	<p>Editing and Proofreading <u>Teacher Materials</u> Writing and Grammar Strategies Book: 138-147</p>
<p>W.2.7. Publish writing in a variety of ways such as class anthologies, public readings, newsletters, newspapers, bulletin boards, sharing with others and books.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing <u>Enterprise Matches</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 172, 178-181, 202-205, 230-233, 249, 250</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
Strand 2: Reading	
Content Standard 1: Students will comprehend, evaluate, and respond to works of	

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literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.	
R.1.1. Demonstrate understanding of the relationship between written and oral language.	<p>In <i>READ180</i>, writing is used as a key strategy for responding to reading, viewing, and speaking. See, for example:</p> <p>QuickWrite <u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation, and configuration in developmentally appropriate ways.	<p><u>Student Materials</u> Software: The <i>READ 180</i> Software gives the students experience in reading instructional-level materials using conventions of print.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading instructional-level materials using conventions of print.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for students to experience reading instructional-level materials using conventions of print.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85,</p>

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R.1.3. Recognize and associate letters and sounds.	The <i>Read 180</i> Software program builds phonemic awareness in adjusted instruction and practice activities that provide opportunities to meet this objective.
R.1.4. Use phonetic skills to decode words.	<p>Selected Examples Include:</p> <p>Decoding/Syllabication <u>Enterprise Matches</u> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A</p> <p>Consonant Sounds and Spellings <u>Student Materials</u> Software: 1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3</p> <p>Sight Words <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> <p>High-Frequency Words <u>Student Materials</u> Software: The <i>READ 180</i> Software provides students with practice in high-frequency word recognition.</p>
R.1.5. Use major cueing systems such as phonetic, syntactic, and semantic to decode and construct meaning	<p>Selected Examples Include:</p> <p>Decoding/Syllabication <u>Enterprise Matches</u> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A</p> <p>Understand Vocabulary <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</p>

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	<p>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: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Use Different Reading Strategies <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
R.1.6. Expand vocabulary through reading.	<p>Selected Examples Include:</p> <p>Vocabulary Builder <u>Enterprise Matches</u> 9, 33, 57, 85, 109, 133, 165, 189, 213</p> <p>Content Area Vocabulary <u>Student Materials</u> Software: Because of the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 71, 74, 77, 78, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Understand Vocabulary</p>

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	<p><u>Student Materials</u></p> <p>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: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
R.1.7. Understand the goal of reading is to construct meaning.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas</p> <p>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.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i></p>

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	<p><i>12.2 Under a Spell</i> <i>12.3 It’s a Good Sign</i> <i>12.4 War of Words</i></p>
R.1.8. Understand that reading is communication between the author and the reader.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton’s Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 “The Greatest”</i> <i>12.2 Under a Spell</i> <i>12.3 It’s a Good Sign</i> <i>12.4 War of Words</i></p>
R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	<p>Set Purpose <u>Enterprise Matches</u> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150</p> <p>Set Purpose Software: The video segments shown before each <i>READ 180</i></p>

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	<p>Topic CD passage set the purpose for reading.</p> <p>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>
R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.	<p>The <i>Read 180</i> Writing and Grammar Strategies lessons provide opportunities to meet this objective. See, for example:</p> <p>Compare-and-Contrast Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 26-31</p>
R.1.11. Use prior knowledge to extend reading ability and comprehension.	<p>Anchor Video <u>Enterprise Matches</u> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K</p> <p>Activate Prior Knowledge <u>Enterprise Matches</u> 10, 12, 14, 16, 18, 34, 38, 40, 42, 62, 64, 66, 68, 70, 86, 88, 88, 90, 92, 94, 108, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226</p> <p>Activate Prior Knowledge Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge. 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. Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components. 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>

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	<p>Fact and Fiction Collection: Each story begins with a Create Interest section that often activates prior knowledge.</p>
R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas, and understanding cause and effect to comprehend a variety of literary genres from diverse cultures and time periods.	<p>Selected Examples Include:</p> <p>Main Idea and Details <u>Enterprise Matches</u> 8C, 10-19, 41, 245</p> <p>Main Idea Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p> <p>Topic Software—Literature and the Arts: <i>10.2 Dragon Tales</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.4 On the Beat</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior:</i> 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 116 <i>I Thought My Soul Would Rise and Fly:</i> 7, 78, 109, and 147 <i>Jonah the Whale:</i> 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 10 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 7, 52, 70, and 92 <i>The Magnificent Mummy Maker:</i> 10 <i>The Music of Dolphins:</i> end of Chs. 22 and 35 <i>The Ostrich Chase:</i> 42</p>

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	<p><i>Pacific Crossing</i>: 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and 16</p> <p><u>Teacher Materials:</u> Teacher's Guide: Software: 55, 77, 87 Paperbacks: 177, 187, 225 Teacher's Resource Book: 114 Reading Strategies Book: 6, 42, 79</p> <p>Cause and Effect <u>Enterprise Matches</u> 158C, 160-169, 191, 240</p> <p>Cause and Effect Software: 1.1, L1; 1.2, L 2; 1.3, L2; 1.4, L 2; 2.3, L1; 2.4, L2; 3.1, L3; 3.2, L2-3; 3.3, L2-3; 3.4, L2-3; 4.1, L 3; 4.2, L2-3; 4.3, L3; 4.4, L2-3; 5.1, L1; 5.3, L2-3; 6.1, L2; 6.3, L1-2; 6.4, L2-3; 7.1, L1; 7.2, L1-3; 7.3, L1-3; 8.1, L1; 8.3, L1, L3; 8.4, L3; 9.1, L1; 9.3, L2-3; 9.4, L2-3</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>12.2 Under a Spell</i> <i>12.4 War of Words</i></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Ch. 3, and 93 <i>Beautiful Warrior:</i> 11 and 30 <i>Favorite Greek Myths:</i> 45, 66, and 68 <i>For Your Eyes Only!:</i> 6, 62, and 127 <i>I Thought My Soul Would Rise and Fly:</i> 9, 40, 113, 132, 136, and 168 <i>Jonah the Whale:</i> 7, 9, 17, 30, end of Chs. 5 and 7, and 106 <i>The Journal of Joshua Loper:</i> 67, 83, 96, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 and 52 <i>The Magnificent Mummy Maker:</i> 57</p>

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	<p><i>The Music of Dolphins</i>: end of Chs. 6, 9, 15, 19, and 25, 92, and end of Chs. 28, 36, 38, and 41 <i>The Ostrich Chase</i>: 42, 93, 104, and 118 <i>Pacific Crossing</i>: 6, 41, 59, end of Chs. 9 and 13, and 109</p> <p>Teacher's Guide: Software: 57, 67, 93, 103, 127 Audiobooks: 149, 151 Paperbacks: 179, 203, 213 Teacher's Resource Book: 120 Reading Strategies Book: 24, 60, 103 Fact and Fiction Collection: <i>The Bird with Two Heads</i> <i>End-Zone Boogie</i> <i>It's a Dog's Life</i> <i>Leader of the Pack</i> <i>Dragon Slayers to the Rescue</i> <i>Tom Sawyer</i> <i>Not Again!</i> <i>Tornado Alley: Where Disaster Always Strikes</i></p> <p>Draw Conclusions <u>Enterprise Matches</u> 17, 40, 42, 94, 110</p> <p>Draw Conclusions Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1 Topic Software—Literature and the Arts: 10.1 <i>Phaeton's Wild Ride</i> 10.3 <i>The Legend of Lucia</i> 10.4 <i>Frankenstein Lives!</i> 11.1 <i>Sports Report</i> 11.2 <i>Wizard of Words</i> 11.3 <i>Toy Story</i> 12.1 "The Greatest"</p>

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	<p><i>12.3 It's a Good Sign</i></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Ch. 5 <i>Beautiful Warrior:</i> 25 <i>Favorite Greek Myths:</i> 46, 51, and 68 <i>For Your Eyes Only!:</i> 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly:</i> 55, 66, 90, and 149 <i>Jonah the Whale:</i> 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 76 <i>The Magnificent Mummy Maker:</i> 47 <i>The Music of Dolphins:</i> 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase:</i> 42, 55, and 80 <i>Pacific Crossing:</i> end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p>Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215 Teacher's Resource Book: 118 Reading Strategies Book: 18, 54, 95 Fact and Fiction Collection: <i>The Mystery of the Spotted Band</i> <i>Bat Boy and Other Strange Creatures</i> <i>Leader of the Pack</i> <i>Dragon Slayers to the Rescue</i> <i>In Search of the Mummy King</i> <i>The Tricky Rabbit</i> <i>Mookie Is Missing!</i> <i>Not Again!</i> <i>Monster Mash: The Wild World of Monster Trucks</i> <i>Tornado Alley: Where Disaster Always Strikes</i> <i>Slam Dunk! The Story of Yao Ming</i></p> <p>Compare and Contrast <u>Enterprise Matches</u></p>

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	<p>188C, 190-199, 223, 246</p> <p>Compare and Contrast</p> <p>Software: 1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3</p> <p>Topic Software—Literature and the Arts: <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.3 Toy Story</i> <i>12.1 “The Greatest”</i> <i>12.3 It’s a Good Sign</i></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 5, 6, 7, and 11 <i>Beautiful Warrior:</i> 25 and end of Folio 15 <i>Favorite Greek Myths:</i> 45, 50, 66, and 68 <i>For Your Eyes Only!:</i> 22, 25, 40, and 113 <i>I Thought My Soul Would Rise and Fly:</i> 33, 61, and 157 <i>Jonah the Whale:</i> end of Ch. 7, and 98 <i>The Journal of Joshua Loper:</i> 92 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 32, 70, and 90 <i>The Magnificent Mummy Maker:</i> 93 and 120 <i>The Music of Dolphins:</i> 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48 <i>The Ostrich Chase:</i> 100 <i>Pacific Crossing:</i> end of Chs. 3, 5, 6, and 7, and 66</p> <p>Teacher’s Guide: Software: 123, 137 Audiobooks: 153 Paperbacks: 221, 223, 231 Teacher’s Resource Book: 121 Reading Strategies Book: 27, 63, 107 Fact and Fiction Collection: <i>Bat Boy and Other Strange Creatures</i> <i>Monster Mash: The Wild World of Monster Trucks</i></p>

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	<p><i>Tornado Alley: Where Disaster Always Strikes</i> <i>Slam Dunk! The Story of Yao Ming</i></p> <p>Make Predictions <u>Enterprise Matches</u> 132</p> <p>Predicting Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 Pacific Crossing: 38 and end of Chs. 8 and 13 Reading Strategies Book, Volume 2: 10, 46, 84</p>
R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Audiobooks (Reading Coach Modeling):</p>

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	<p>As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for students to read a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
Strand 2: Reading	
Content Standard 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing	

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viewpoints as well as those of others.	
R.1.14. Use print for daily activities (e.g. following directions, using references).	<p>The Following Selected Matches Support this Objective:</p> <p>Links <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p><u>Student Materials</u> Software: The <i>READ 180</i> Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for students to read a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
R.1.15. Demonstrate knowledge of expository and narrative texts.	<p>Selected Examples Include:</p> <p>Expository <u>Enterprise Matches</u> 22-25, 98-101, 249</p> <p>Narrative <u>Enterprise Matches</u> 46-49, 178-181, 230-233, 250</p>

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	<p>Expository Composition</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book:</p> <p>118-122</p> <p>Narration</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book:</p> <p>33-37, 113-117</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book:</p> <p>The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
R.1.16. Use strategies for visual organization of information such as story maps, semantic mapping, charts, etc.	<p>Bar Graph</p> <p><u>Enterprise Matches</u></p> <p>94</p> <p>Diagram</p> <p><u>Enterprise Matches</u></p> <p>18, 118, 199</p> <p>Map</p> <p><u>Enterprise Matches</u></p> <p>18, 118, 199</p> <p>Pie Chart</p> <p><u>Enterprise Matches</u></p> <p>43</p>

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	<p>Street Map <u>Enterprise Matches</u> 105</p> <p>Diagram <u>Enterprise Matches</u> 18, 118, 199</p> <p>Reading Maps and Diagrams Reading Strategies Book, Volume 2: 31, 67, 112</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc.</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher's Resource Book: 135, 138, 142, 149, 156, 159</p> <p>Create an Outline, Timeline <u>Teacher Materials</u> Teacher's Guide: 101, 225</p>
R.1.17. Read independently and with others daily (e.g.	<p>Read Independently Software:</p>

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<p>sustained silent reading, shared reading, partner reading).</p>	<p>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>Topic Software—Literature and the Arts: The passages in the <i>Topic Software</i> offer the students additional opportunities for independent reading.</p> <p>Paperbacks: All the Paperback titles offer students the opportunity to read independently.</p> <p>Reading Strategies Book: Students are given the opportunity to read the passages from the <i>Reading Strategies</i> book independently.</p> <p>Fact and Fiction Collection: The books in the <i>Fact and Fiction Collection</i> offer the students additional opportunities for independent reading.</p>
<p>R.1.18. Read, listen, and respond to a variety of literary genres from diverse cultures.</p>	<p>Selected Examples Include:</p> <p>Final Projects <u>Teacher Materials</u> Teacher’s Guide: The 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>Literature Response <u>Enterprise Matches</u> 74-77, 250</p> <p>Reader Response</p> <p>Audiobooks (Reading Coach Modeling):</p>

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	<p><i>Back to the Titanic!:</i> 31, 36, and 55</p> <p><i>Beautiful Warrior:</i> end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 50</p> <p><i>For Your Eyes Only!:</i> 22, 40, and 120</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119</p> <p><i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9</p> <p><i>The Journal of Joshua Loper:</i> 38</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43</p> <p><i>The Magnificent Mummy Maker:</i> 31</p> <p><i>The Music of Dolphins:</i> end of Ch. 17</p> <p><i>The Ostrich Chase:</i> 82 and 118</p> <p><i>Pacific Crossing</i></p> <p>Teacher's Guide:</p> <p>The 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:</p> <p>The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning</p> <p>Teacher's Guide:</p>

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	107, 149, 161, 175, 213 Teacher’s Resource Book: 130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201
R.1.19. Read more than one work by a single author.	
R.1.20. Use strategies such as keeping reading logs, conferences with teacher, and discussions with other readers for monitoring progress in reading.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton’s Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 “The Greatest”</i> <i>12.2 Under a Spell</i> <i>12.3 It’s a Good Sign</i> <i>12.4 War of Words</i></p>
R.1.21. Experiment with	Selected Examples Include:

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<p>creative and playful language such as text innovations, choral reading, etc.</p>	<p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Book Synopsis</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 78-82</p> <p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107</p> <p>How-to-Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Oral Reading <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>R.1.22. Use technological aids (e.g. data base,</p>	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and</p>

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spreadsheet, desktop publishing) to support growth in reading	provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
Strand 2: Reading	
Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.	
R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
R.2.2. Read for personal reasons	Reading

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<p>such as for enjoyment, for information, and for inquiry.</p>	<p><u>Enterprise Matches</u> The <i>Read 180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to meet this objective.</p> <p><u>Student Materials</u> Audiobooks: The <i>Read 180 Audiobooks</i> are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p>
<p>R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.</p>	<p>Read Connected Text with Fluency <u>Enterprise Matches</u> 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A</p> <p>Read Connected Text with Fluency Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency. Topic Software—Literature and the Arts: The passages in the <i>Topic Software</i> offer the students opportunities for fluency practice and record their timing on the Reading Rate Chart. Audiobooks (Reading Coach Modeling): As the students read along with the Audiobooks, the Narrator models fluent reading. Teacher's Resource Book: Reproducible copies of the Topic CD passages provide additional opportunities for reading connected text with fluency. Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85,</p>

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	86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122
R.2.4. Select appropriate reading material from library media centers and other sources.	<p>Self-Select Reading Materials</p> <p><u>Student Materials</u></p> <p>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>
R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).	<p>Selected Examples Include:</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Literature Response <u>Enterprise Matches</u> 74-77, 250</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The 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>Reader Response</p> <p>Audiobooks (Reading Coach Modeling):</p>

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	<p><i>Back to the Titanic!:</i> 31, 36, and 55</p> <p><i>Beautiful Warrior:</i> end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 50</p> <p><i>For Your Eyes Only!:</i> 22, 40, and 120</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119</p> <p><i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9</p> <p><i>The Journal of Joshua Loper:</i> 38</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43</p> <p><i>The Magnificent Mummy Maker:</i> 31</p> <p><i>The Music of Dolphins:</i> end of Ch. 17</p> <p><i>The Ostrich Chase:</i> 82 and 118</p> <p><i>Pacific Crossing</i></p> <p>Teacher's Guide:</p> <p>The 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:</p> <p>The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Extend Meaning</p> <p>Teacher's Guide:</p>

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	<p>107, 149, 161, 175, 213</p> <p>Teacher's Resource Book:</p> <p>130, 137, 140, 143, 151, 152, 154, 157, 171, 177, 194, 201</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107</p>
R.2.6. Use reading to enhance writing.	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive <u>Enterprise Matches</u> 122-125, 172, 249</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Final Project <u>Teacher Materials</u> Teacher's Guide: 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Write a Summary <u>Teacher Materials</u> Reading Strategies Book: 9, 45, 83</p> <p>Historical Narrative <u>Teacher Materials</u> Writing and Grammar Strategies Book: 33-37</p>
R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).	<p>The Following Selected Matches Support this Objective:</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Letter to the Author <u>Teacher Materials</u></p>

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	Writing and Grammar Strategies Book: 83-87
R.2.8. Initiate and participate in conversations about reading.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: 10.1 <i>Phaeton's Wild Ride</i> 10.2 <i>Dragon Tales</i> 10.3 <i>The Legend of Lucia</i> 10.4 <i>Frankenstein Lives!</i> 11.1 <i>Sports Report</i> 11.2 <i>Wizard of Words</i> 11.3 <i>Toy Story</i> 11.4 <i>On the Beat</i> 12.1 <i>"The Greatest"</i> 12.2 <i>Under a Spell</i> 12.3 <i>It's a Good Sign</i> 12.4 <i>War of Words</i></p>
Strand 3: Listening, Speaking and Viewing	
Content standard: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.	
LSV.1.1. Listen for a variety of purposes such as enjoyment, information and details.	<p>Selected Examples Include:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities,</p>

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	<p>located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas</p> <p>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.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Develop Vocabulary by Listening</p> <p><u>Student Materials</u></p> <p>Audiobooks: The <i>Read 180 Audiobooks</i> are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p> <p>Listening/Speaking</p> <p><u>Teacher Materials</u></p> <p>Strategies for English-Language Learners: 21, 23, 23, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69</p>

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	<p>Identify Vocabulary <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 with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
LSV.1.2. Listen selectively and attentively to a variety of speakers.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p>

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	<p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> 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.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
LSV.1.3. Listen to reinforce and extend learning through the use of technology.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i></p>

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	<p><i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
<p>LSV.1.4. Listen to improve reading, oral and written performance.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
<p>LSV.1.5. Develop strategies</p>	<p>The Following Matches Provide Opportunities to</p>

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such as asking relevant questions, taking notes and making predictions for understanding what is heard.	<p>Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.6. Listen to follow directions sequentially.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>How-to-Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p>
LSV.1.7. Respond to artistic performances both verbal and musical.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Haiku <u>Teacher Materials</u></p>

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	Writing and Grammar Strategies Book: 103-107
LSV.1.8. Share ideas in discussion, conversation and presentation.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.9. Respond appropriately to thoughts and ideas of others.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with</p>

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	<p>Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
<p>LSV.1.10. Contribute to class and small group discussions.</p>	<p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i></p>

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	<p><i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.11. Speak in complete sentences.	<p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.12. Give reasons in support of opinions expressed.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton’s Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 “The Greatest”</i> <i>12.2 Under a Spell</i> <i>12.3 It’s a Good Sign</i> <i>12.4 War of Words</i></p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
LSV.1.13. Tell and retell stories from writing, reading and pictures.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with</p>

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	<p>Small Group and Whole Group discussion of the text.</p> <p>Summarize <u>Enterprise Matches</u> 18, 84C, 86-95, 106, 117, 187, 245</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Summarize Software: 1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2-3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2-3; 8.4, L2-3; 9.2, L1-3 Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i></p>

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	<p><i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> end of Chs. 2, 4, 6, 7, and 9 <i>Beautiful Warrior:</i> 11 and end of Folio 15 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 6 <i>I Thought My Soul Would Rise and Fly:</i> 9, 43, 144, and 164 <i>Jonah the Whale:</i> 7, 39, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 67 and 108 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 11 and 90 <i>The Magnificent Mummy Maker:</i> 38, 81, and 130 <i>The Music of Dolphins:</i> 3, 5, and end of Ch. 24 <i>The Ostrich Chase:</i> 88, 97, and 113 <i>Pacific Crossing:</i> end of Chs. 2 and 9, 109, and end of Ch. 16 Teacher's Guide: Software: 63, 75, 83, 97, 101, 117 Audiobooks: 163 Paperbacks: 227, 229 Teacher's Resource Book: 115 Reading Strategies Book: 9, 45, 83 Fact and Fiction Collection: <i>The Bird with Two Heads</i> <i>Bat Boy and Other Strange Creatures</i> <i>Dragon Slayers to the Rescue</i> <i>Not Again!</i> <i>Tornado Alley: Where Disaster Always Strikes</i> <i>¡Audaz! The Daring Adventures of Mountain Climber Carlos Carsolio</i></p>
<p>LSV.1.14. Participate in collaborative speaking activities such as choral reading, plays and reciting poems.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book: 103-107</p>

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	<p>Plays <u>Student Materials</u> Paperbacks: <i>The Last Dance</i> <i>Dear Lovey Hart, I Am Desperate!</i> <i>Confessions of a Gym-Class Dropout</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 32</p>
LSV.1.15. Initiate and participate in conversations about reading.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.16. Read orally with	Read With Expression

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meaning and expression.	<p><u>Enterprise Matches</u> 83A</p> <p>Natural and Consistent Pace <u>Enterprise Matches</u> 163A, 187A</p> <p>Oral Reading <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>
LSV.1.17. Explain directions for a particular purpose.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>How-to-Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62</p>
LSV.1.18. Make and respond to introductions.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p>
LSV.1.19. Confirm understanding by paraphrasing ideas.	<p>Paraphrase <u>Enterprise Matches</u> 90, 196, 197</p> <p>Paraphrasing <u>Student Materials</u></p>

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	<p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>
LSV.1.20. Collaborate with others to solve and resolve problems.	<p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to meet this objective.</p>
LSV.1.21. Use technology to enhance and evaluate oral performances and presentations.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.22. Check information for accuracy.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading</p>

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	<p>units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.24. Discuss current events.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.25. Speak to a variety of audiences in a variety of places for a variety of reasons.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p>

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	<p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i></p>

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	<p><i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons.	
LSV.1.27. Engage the audience with eye contact and appropriate verbal cues.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
<p>LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarity.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading and Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software</p>

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	<p>passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
LSV.1.29. Use clear, concise, organized language when speaking.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas</p>

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	<p>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.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
<p>LSV.1.30. Respond to questions from the audience.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p>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.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i></p>

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	<p><i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p>
LSV.1.32. Receive and use constructive feedback	The Following Matches Provide Opportunities to Meet this Objective:

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<p>to improve speaking abilities.</p>	<p>Discussion <u>Enterprise Matches</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180</i> Enterprise Narrow Reading units, provide opportunities to meet this objective with Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas 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. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. Topic Software—Literature and the Arts: <i>10.1 Phaeton's Wild Ride</i> <i>10.2 Dragon Tales</i> <i>10.3 The Legend of Lucia</i> <i>10.4 Frankenstein Lives!</i> <i>11.1 Sports Report</i> <i>11.2 Wizard of Words</i> <i>11.3 Toy Story</i> <i>11.4 On the Beat</i> <i>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i> <i>12.3 It's a Good Sign</i> <i>12.4 War of Words</i></p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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	<p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
LSV.1.33. Make informed judgments about television, radio, and film productions.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.34. Demonstrate an awareness of the presence of media in daily life.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.35. Evaluate the role media plays in focusing attention and forming opinions.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.36. Judge the extent to which media provide a source of entertainment	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for</p>

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as well as a source of information.	<p>example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
LSV.1.37. Interpret the role of advertising as a part of media.	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>