

**Scholastic's Read 180, Stage A  
correlated to the  
Arkansas Language Arts Curriculum Framework  
Grade 5**

<b>Arkansas Language Arts Curriculum Framework</b>	<b>Scholastic's Read 180, Stage A</b>
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. Write in class for uninterrupted periods of time about experiences, thoughts, and attitudes of self and others.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>Write a Diary Entry, Journal Entry, Log Entry  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>            151, 163, 193</p> <p><b>Teacher's Resource Book:</b>            131, 149, 179</p>
W.1.2. Write in a variety of forms, such as personal narrative, dialogue, persuasive essays, messages and letters, poetry, advertisements.	<p>Selected Examples Include:</p> <p>Descriptive Writing  <b><u>Enterprise Matches</u></b>            196-199, 202-205, 250</p> <p>Expository  <b><u>Enterprise Matches</u></b>            22-25, 98-101, 249</p> <p>Narrative  <b><u>Enterprise Matches</u></b>            46-49, 178-181, 230-233, 250</p> <p>Write a Narrative</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Guide:</b></p> <p>145, 165, 175</p> <p><b>Teacher's Resource Book:</b></p>

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	<p>133, 184, 191</p> <p>Write Dialogue <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 67, 123, 205</p> <p><b>Teacher's Resource Book:</b> 162, 167, 173</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Haiku <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 103-107</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Write Letters, Postcards, E-Mail <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221</p> <p><b>Teacher's Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
W.1.3. Write to reflect personal, multicultural and universal ideas.	<p>The Following Selected Matches Support this Objective:</p> <p>Literature Review <b><u>Enterprise Matches</u></b> 154-159, 250</p>

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	<p>Narrative <b><u>Enterprise Matches</u></b> 46-49, 178-181, 230-233, 250</p> <p>Writing a Review <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 93-97</p> <p>Book Synopsis <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 78-82</p> <p>Final Projects <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p><b>Teacher's Resource Book:</b> The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>W.1.4. Analyze thinking through the writing of explanations, directions, outlines and story maps.</p>	<p>Selected Examples Include:</p> <p>Create an Outline, Timeline <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 101, 225</p> <p>Write an Article, News Report</p>

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	<p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>            199, 217</p> <p><b>Teacher's Resource Book:</b>            139, 145, 160, 186, 187</p> <p>How-to-Paragraph  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>            58-62</p> <p>Writing an Opinion  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>            88-92</p>
W.1.5. Collect, organize, and present data from wide variety of informational and technological resources, e.g., CD-ROM and interviews.	<p><b>The Following Selected Matches Provide Opportunities to Meet this Objective:</b></p> <p><b>Links</b>  <u>Teacher Materials</u>            Teacher's Guide:            113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p> <p>Create an Interview  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>            57, 105, 155</p> <p><b>Teacher's Resource Book:</b>            135, 144, 159, 160, 161, 181</p> <p>Plan a Web Page  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>            181, 185</p> <p><b>Teacher's Resource Book:</b>            178</p>
W.1.6. Maintain and evaluate a collection of writing samples.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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	<p>Descriptive Writing <b><u>Enterprise Matches</u></b> 196-199, 202-205, 250</p> <p>Expository <b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p> <p>Persuasive <b><u>Enterprise Matches</u></b> 122-125, 172, 249</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 88-92</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Write an Article, News Report <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 199, 217</p> <p><b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p>
W.1.7. Apply a variety of prewriting activities including clustering,	<p>The Following Selected Matches Support this Objective:  Brainstorm</p>

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<p>brainstorming, dialogue, drawing, role playing and learning logs.</p>	<p><b><u>Enterprise Matches</u></b> 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Plan <b><u>Enterprise Matches</u></b> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Historical Narrative <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 33-37</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Relating Content-Area Information <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 68-72</p> <p>Autobiographical Sketch <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 18-22</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p>
<p>W.1.8. Develop a first draft that focuses on a central idea.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing <b><u>Enterprise Matches</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p>

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	<p>Haiku <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 103-107</p> <p>Problem-and-Solution Story <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 13-17</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Autobiographical Sketch <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 18-22</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p>
<p>W. 1.9. Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice, and sentence effectiveness.</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Revision/Edit <b><u>Enterprise Matches</u></b> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Autobiographical Sketch <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 18-22</p> <p>Writing to Persuade</p>

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	<p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Haiku <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 103-107</p> <p>Problem-and-Solution Story <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 13-17</p>
W.1.10. Edit using resources to correct spelling, punctuation, grammar and usage.	<p>Proofreading <b><u>Enterprise Matches</u></b> 27, 79, 103, 127, 159, 183, 205, 235</p> <p>Revision/Edit <b><u>Enterprise Matches</u></b> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Editing and Proofreading <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 138-147</p>
W.1.11. Select a publishing form and produce a completed writing product.	<p>The Following Selected Matches Provide Opportunities this Objective:</p> <p>Writing <b><u>Enterprise Matches</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Historical Narrative <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 33-37</p>

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	<p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Relating Content-Area Information <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 68-72</p> <p>Autobiographical Sketch <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 18-22</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</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. Use developmentally appropriate spelling, usage and mechanics in writing.	<p>The Following Selected Matches Provide Opportunities this Objective:</p> <p>Writing <b><u>Enterprise Matches</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Historical Narrative <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 33-37</p>

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W.2.2. Use reference materials such as thesaurus and dictionary.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive Writing <b><u>Enterprise Matches</u></b> 196-199, 202-205, 250</p> <p>Expository <b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b></p>

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	<p><b>Writing and Grammar Strategies Book:</b> 88-92</p> <p>Letter to the Author <b><u>Teacher Materials</u></b></p> <p><b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Write an Article, News Report <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 199, 217</p> <p><b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p>
W.2.3. Use computer tools, e.g., thesaurus, dictionary, spell check.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narrative <b><u>Enterprise Matches</u></b> 46-49, 178-181, 230-233, 250</p> <p>Descriptive Writing <b><u>Enterprise Matches</u></b> 196-199, 202-205, 250</p> <p>Expository <b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b></p>

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	<p><b>Writing and Grammar Strategies Book:</b> 88-92</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Write an Article, News Report <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 199, 217</p> <p><b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p>
W.2.4. Expand content-specific and personal vocabularies in writing.	<p>The Following Selected Matches Support this Objective:</p> <p>Expository <b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p> <p>Literature Review <b><u>Enterprise Matches</u></b> 154-159, 250</p> <p>Narrative <b><u>Enterprise Matches</u></b> 46-49, 178-181, 230-233, 250</p> <p>Persuasive <b><u>Enterprise Matches</u></b> 122-125, 172, 249</p> <p>Write a Tribute, Memorial <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 115, 137, 177, 201, 207, 229</p> <p><b>Teacher's Resource Book:</b> 126, 139, 149, 152</p> <p>Autobiographical Sketch</p>

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	<p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 18-22</p> <p>Haiku</p> <p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 103-107</p> <p>Persuasive Composition</p> <p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Letter to the Author</p> <p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Final Project</p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p> <p>Write an Article, News Report</p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 199, 217</p> <p><b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p> <p>Relating Content-Area Information</p> <p><b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 68-72</p>
W.2.5. Evaluate style in relation to purpose and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Expository</p> <p><b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p>

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	<p>Literature Review <b><u>Enterprise Matches</u></b> 154-159, 250</p> <p>Narrative <b><u>Enterprise Matches</u></b> 46-49, 178-181, 230-233, 250</p> <p>Historical Narrative <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 33-37</p> <p>Write an Argument <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 165, 215</p> <p><b>Teacher's Resource Book:</b> 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 88-92</p> <p>Write a Narrative  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  145, 165, 175</p> <p><b>Teacher's Resource Book:</b>  133, 184, 191</p>

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	<p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing Prompts <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 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>
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 viewpoints as well as those of others.	
R.1.1. Read individually and in groups.	<p>Reading <b><u>Enterprise Matches</u></b> 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>Read Independently <b><u>Student Materials</u></b> <b>Software:</b> 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><b>Paperbacks:</b> All the Paperback titles offer students the opportunity to read independently.</p> <p><b><u>Teacher Materials</u></b> <b>Reading Strategies Book:</b> Students are given the opportunity to read the passages from the <i>Reading Strategies</i> book independently.</p>
R.1.2. Analyze related and implied main ideas and supportive details.	<p>Main Idea and Details <b><u>Enterprise Matches</u></b> 8C, 10-19, 41, 239</p>

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	<p>Main Idea and Details <b><u>Enterprise Matches</u></b> 8C, 10-19, 41, 245</p> <p>Main Idea <b>Software:</b> 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><b>Topic Software—Literature and the Arts:</b> <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><b>Audiobooks (Reading Coach Modeling):</b> <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 <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><b><u>Teacher Materials:</u></b> <b>Teacher's Guide:</b> <b>Software:</b> 55, 77, 87 <b>Paperbacks:</b> 177, 187, 225</p>

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	<p><b>Teacher's Resource Book:</b> 114</p> <p><b>Reading Strategies Book:</b> 6, 42, 79</p> <p>Read for Detail</p> <p><b>Software:</b> 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1-3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1-3, 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1</p> <p><b>Topic Software—Literature and the Arts:</b> <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><b>Audiobooks (Reading Coach Modeling):</b> <i>Back to the Titanic!:</i> 4, 6, 25, end of Ch. 2, 58, end of Ch. 8, and 117 <i>Beautiful Warrior:</i> 20 <i>Favorite Greek Myths:</i> 45 and 66 <i>For Your Eyes Only!:</i> 6, 40, 62, 73, 95, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 11, 43, 47, 55, 66, and 168 <i>The Journal of Joshua Loper:</i> 6, 30, 73, and 98 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 27 <i>The Magnificent Mummy Maker:</i> 38, 43, end of Ch. 4, and 103 <i>The Music of Dolphins:</i> 3, 5, 52, 100, and end of book <i>The Ostrich Chase:</i> 23, 29, 55, and 100 <i>Pacific Crossing:</i> end of Chs. 7 and 10, and 94</p> <p><b>Teacher's Guide:</b> <b>Software:</b> 61, 71, 85, 95, 107, 113, 121, 135 <b>Audiobooks:</b> 167 <b>Paperbacks:</b> 173, 201 <b>Teacher's Resource Book:</b></p>

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	<p>117</p> <p><b>Reading Strategies Book:</b> 15, 51, 91</p> <p><b>Fact and Fiction Collection:</b> <i>Bat Boy and Other Strange Creatures</i> <i>Leader of the Pack</i> <i>Monster Mash: The Wild World of Monster Trucks</i> <i>Slam Dunk! The Story of Yao Ming</i></p>
R.1.3. Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.	<p>Selected Examples Include:</p> <p>Cause and Effect <b><u>Enterprise Matches</u></b> 158C, 160-169, 191, 240</p> <p>Plot <b><u>Enterprise Matches</u></b> 32D, 56F, 58, 64, 65, 66, 67, 132D, 136, 140, 141, 149, 247, 248</p> <p>Compare and Contrast <b><u>Enterprise Matches</u></b> 188C, 190-199, 223, 246</p> <p>Cause and Effect <b>Software:</b> 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><b>Topic Software—Literature and the Arts:</b> <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><b>Audiobooks (Reading Coach Modeling):</b> <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</p>

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	<p><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  <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><b>Teacher's Guide:</b>  <b>Software:</b> 57, 67, 93, 103, 127  <b>Audiobooks:</b> 149, 151  <b>Paperbacks:</b> 179, 203, 213  <b>Teacher's Resource Book:</b> 120  <b>Reading Strategies Book:</b> 24, 60, 103  <b>Fact and Fiction Collection:</b>  <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>Analyze Plot  <b>Audiobooks (Reading Coach Modeling):</b>  <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40  <i>Jonah the Whale:</i> 7 and 19  <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7  <i>The Magnificent Mummy Maker:</i> 3  <i>The Music of Dolphins:</i> 3  <i>The Ostrich Chase:</i> 12 and 69  <i>Pacific Crossing:</i> end of Ch. 1  <b>Teacher's Guide:</b>  <b>Audiobooks:</b> 165  <b>Paperbacks:</b> 195  <b>Teacher's Resource Book:</b></p>

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	<p>124</p> <p><b>Reading Strategies Book:</b> 36, 72, 119</p> <p><b>Fact and Fiction Collection:</b> <i>It's a Dog's Life</i> <i>Not Again!</i></p> <p>Compare and Contrast</p> <p><b>Software:</b> 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><b>Topic Software—Literature and the Arts:</b> <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><b>Audiobooks (Reading Coach Modeling):</b> <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><b>Teacher's Guide:</b> <b>Software:</b> 123, 137 <b>Audiobooks:</b> 153 <b>Paperbacks:</b> 221, 223, 231 <b>Teacher's Resource Book:</b> 121 <b>Reading Strategies Book:</b></p>

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	<p>27, 63, 107</p> <p><b>Fact and Fiction Collection:</b>  <i>Bat Boy and Other Strange Creatures</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>R.1.4. Analyze literature for purpose, ideas, and style of author.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><b><u>Enterprise Matches</u></b>  <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><b><u>Student Materials</u></b></p> <p><b>Software:</b>  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><b>Audiobooks (Reading Coach Modeling):</b>  As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher's Resource Book:</b>  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><b>Reading Strategies Book:</b>  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</p> <p><b>Teacher's Guide:</b></p>

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	<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><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p><b>Topic Software—Literature and the Arts:</b>  <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.1.5. Read to discern validity of written material, such as propaganda and bias.	<p><i>The Following Matches Support this Objective:</i></p> <p>Reading  <b><u>Enterprise Matches</u></b>  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><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  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><b>Paperbacks:</b>  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>
R.1.6. Read and follow directions.	<p>The Following Match Provides Opportunities to Meet this Objective:</p>

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	<p>How-to-Paragraph <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 58-62</p>
<p>R.1.7. Apply syntactic, semantic, and phonetic cues to decode and construct meaning from print.</p>	<p>Selected Examples Include:</p> <p>Decoding/Syllabication <b><u>Enterprise Matches</u></b> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A</p> <p>Semantics <b><u>Student Materials</u></b> <b>Audiobooks (Reading Coach Modeling):</b> <i>I Thought My Soul Would Rise and Fly:</i> 47 <i>The Journal of Joshua Loper:</i> 92 <i>Pacific Crossing:</i> 117</p> <p>Use Different Reading Strategies <b><u>Student Materials</u></b> <b>Software:</b> The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p><b>Paperbacks:</b> The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p> <p>Understand Vocabulary <b><u>Student Materials</u></b> <b>Software:</b> 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><b>Audiobooks:</b> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling</p>

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	<p>as the students read the Audiobooks.</p> <p>High-Frequency Words <b><u>Student Materials</u></b> <b>Software:</b> The <i>READ 180</i> Software provides students with practice in high-frequency word recognition.</p> <p>Consonant Sounds and Spellings <b><u>Student Materials</u></b> <b>Software:</b> 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 <b><u>Student Materials</u></b> <b>Software:</b> 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>Long Vowel Teams <b><u>Student Materials</u></b> <b>Software:</b> 2.1, L2; 2.3, L2; 2.4, L2; 3.1, L3; 4.1, L2-3; 5.1, L2; 6.2, L2; 6.4, L2; 7.3, L2; 8.3, L2; 9.1, L2; 9.2, L2; 9.3, L3</p>
R.1.8. Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking.	<p>Anchor Video <b><u>Enterprise Matches</u></b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K</p> <p>Activate Prior Knowledge <b><u>Enterprise Matches</u></b> 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 <b>Software:</b> Before reading each of the passages on the <i>READ 180</i></p>

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	<p>Software, students view a short video to activate prior knowledge.</p> <p><b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b>Teacher's Guide:</b> The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p><b>Reading Strategies Book:</b> 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p><b>Fact and Fiction Collection:</b> Each story begins with a Create Interest section that often activates prior knowledge.</p>
<p>R.1.9. Analyze features and organization of the text, e.g., bold type, glossary.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><b><u>Enterprise Matches</u></b> <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><b>Teacher's Guide:</b> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p><b>Topic Software—Literature and the Arts:</b> <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>
R.1.10. Compare literary elements, e.g., setting, character traits.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Compare and Contrast  <b><u>Enterprise Matches</u></b>  188C, 190-199, 223, 246</p> <p>Compare and Contrast  <b>Software:</b>  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><b>Topic Software—Literature and the Arts:</b>  <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><b>Audiobooks (Reading Coach Modeling):</b>  <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>

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	<p><b>Teacher's Guide:</b>  <b>Software:</b> 123, 137  <b>Audiobooks:</b> 153  <b>Paperbacks:</b> 221, 223, 231  <b>Teacher's Resource Book:</b>            121  <b>Reading Strategies Book:</b>            27, 63, 107  <b>Fact and Fiction Collection:</b>  <i>Bat Boy and Other Strange Creatures</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>Discussion  <b>Enterprise Matches</b>  <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  <b>Teacher's Guide:</b>            The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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>

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<p>R.1.11. Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.</p>	<p><i>The Following Selected Matches Provide Opportunities to Meet this Objective:</i></p> <p>Discussion  <b><u>Enterprise Matches</u></b>  <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  <b>Teacher’s Guide:</b>  The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>  The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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>Draw Conclusions  <b><u>Enterprise Matches</u></b>  17, 40, 42, 94, 110</p> <p>Draw Conclusions  <b>Software:</b>  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;</p>

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	<p>9.3, L1-3; 9.4, L1</p> <p><b>Topic Software—Literature and the Arts:</b>  <i>10.1 Phaeton's Wild Ride</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>12.1 "The Greatest"</i>  <i>12.3 It's a Good Sign</i></p> <p><b>Audiobooks (Reading Coach Modeling):</b>  <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><b>Teacher's Guide:</b>  <b>Software:</b> 51, 125, 133  <b>Audiobooks:</b> 157  <b>Paperbacks:</b> 183, 185, 199, 215  <b>Teacher's Resource Book:</b>  118  <b>Reading Strategies Book:</b>  18, 54, 95  <b>Fact and Fiction Collection:</b>  <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></p>

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	<p><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>Sequence of Events <b><u>Enterprise Matches</u></b> 32C, 34-43, 60, 68, 146, 239</p> <p>Sequence of Events <b>Software:</b> 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p><b>Topic Software—Literature and the Arts:</b> <i>10.1 Phaeton's Wild Ride</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>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i></p> <p><b>Audiobooks (Reading Coach Modeling):</b> <i>Back to the Titanic!:</i> 32 and end of Ch. 6 <i>Favorite Greek Myths:</i> 70 <i>I Thought My Soul Would Rise and Fly:</i> 66, 157, and 168 <i>Jonah the Whale:</i> 17, 62, and 101 <i>Journal of Joshua Loper:</i> 73 and 81 <i>The Magnificent Mummy Maker:</i> 11, 81, and 130 <i>The Ostrich Chase:</i> 20, 100, and 113 <i>Pacific Crossing:</i> end of Chs. 2, 9, 12, and 16</p> <p><b>Teacher's Guide:</b> <b>Software:</b> 65, 91, 115 <b>Audiobooks:</b> 159 <b>Paperbacks:</b> 175 <b>Teacher's Resource Book:</b> 116 <b>Reading Strategies Book:</b> 12, 48, 87</p>

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	<p><b>Fact and Fiction Collection:</b> <i>In Search of the Mummy King</i> <i>The Tricky Rabbit</i></p>
R.1.12. Establish purpose for reading.	<p>Set Purpose <b><u>Enterprise Matches</u></b> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150</p> <p>Set Purpose <b>Software:</b> The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading. <b>Reading Strategies Book:</b> 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.1.13. Demonstrate proficiency in oral reading, e.g., shared reading activities.	<p>Read With Expression <b><u>Enterprise Matches</u></b> 83A</p> <p>Natural and Consistent Pace <b><u>Enterprise Matches</u></b> 163A, 187A</p> <p>Oral Reading <b>Software:</b> 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. <b>Teacher’s Resource Book:</b> Reproducible copies of the Topic CD passages are provided for silent and oral reading practice. <b>Topic Software—Literature and the Arts:</b> The passages in the <i>Topic Software</i> offer the students additional opportunities for oral reading. <b>Fact and Fiction Collection:</b> The books in the <i>Fact and Fiction Collection</i> offer the students additional opportunities for oral reading.</p>
R.1.14. Expand content-specific and personal vocabularies in	<p>Selected Examples Include:  Vocabulary Builder</p>

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reading.	<p><b><u>Enterprise Matches</u></b> 9, 33, 57, 85, 109, 133, 165, 189, 213</p> <p>Understand Vocabulary <b><u>Student Materials</u></b> <b>Software:</b> 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><b>Audiobooks:</b> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Identify Vocabulary <b><u>Student Materials</u></b> <b>Software:</b> 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><b>Audiobooks:</b> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p><b>Reading Strategies Book:</b> 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>

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	<p>Academic Language Building <b><u>Enterprise Matches</u></b> 8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46</p> <p>Content Area Vocabulary <b>Software:</b> Be the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary. <b>Reading Strategies Book:</b> 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>
R.1.15. Employ comprehension strategies such as prediction, skimming and sequencing.	<p>Selected Examples Include:</p> <p>Make Predictions <b><u>Enterprise Matches</u></b> 132</p> <p>Predicting <b>Audiobooks (Reading Coach Modeling):</b> <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 <b>Reading Strategies Book, Volume 2:</b> 10, 46, 84</p> <p>Sequence of Events <b><u>Enterprise Matches</u></b> 32C, 34-43, 60, 68, 146, 239</p>

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	<p>Sequence of Events</p> <p><b>Software:</b> 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p><b>Topic Software—Literature and the Arts:</b> <i>10.1 Phaeton's Wild Ride</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>12.1 "The Greatest"</i> <i>12.2 Under a Spell</i></p> <p><b>Audiobooks (Reading Coach Modeling):</b> <i>Back to the Titanic!:</i> 32 and end of Ch. 6 <i>Favorite Greek Myths:</i> 70 <i>I Thought My Soul Would Rise and Fly:</i> 66, 157, and 168 <i>Jonah the Whale:</i> 17, 62, and 101 <i>Journal of Joshua Loper:</i> 73 and 81 <i>The Magnificent Mummy Maker:</i> 11, 81, and 130 <i>The Ostrich Chase:</i> 20, 100, and 113 <i>Pacific Crossing:</i> end of Chs. 2, 9, 12, and 16</p> <p><b>Teacher's Guide:</b> <b>Software:</b> 65, 91, 115 <b>Audiobooks:</b> 159 <b>Paperbacks:</b> 175 <b>Teacher's Resource Book:</b> 116 <b>Reading Strategies Book:</b> 12, 48, 87 <b>Fact and Fiction Collection:</b> <i>In Search of the Mummy King</i> <i>The Tricky Rabbit</i></p> <p>Skimming and Scanning <b>Reading Strategies Book, Volume 2:</b> 37, 73, 120</p>
R.1.16. Evaluate and react critically to what has	<i>The Following Matches Provide Opportunities to Meet this Objective:</i>

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<p>been read.</p>	<p>Discussion <b><u>Enterprise Matches</u></b> <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 <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. <b>Topic Software—Literature and the Arts:</b> <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>R.1.17. Read and write in the modes of discourse, e.g., descriptive, narrative, persuasive, informative.</p>	<p>Selected Examples Include:</p> <p>Nonfiction-General <b><u>Enterprise Matches</u></b> <i>Pet Tiger Attack</i> 166 <i>Wild Pets</i> 168-170</p> <p>Nonfiction-Science <b><u>Enterprise Matches</u></b> <i>The Gory Art of Mummy-Making</i> 112-114 <i>Veterinary Technician</i> 184 <i>Zoos Go Wild!</i> 172-175</p>

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	<p>Nonfiction-Social Studies  <b><u>Enterprise Matches</u></b>  <i>Ancient Egypt: Unlocking the Past</i> 116-119  <i>The Gory Art of Mummy-Making</i> 112-114  <i>Heroes for Equality</i> 214  <i>History of Immigration</i> 38-42</p> <p>Nonfiction  <b>Paperbacks:</b>  <i>Adventures of the Shark Lady</i>  <i>Alcatraz: Prison for America's Most Wanted</i>  <i>Finding the Titanic!</i>  <i>Grant Hill</i>  <i>Home Run Heroes!</i>  <i>It Came from Ohio! My Life as a Writer</i>  <i>Let's Go Surfing: An Internet Adventure</i>  <i>The Life and Words of Martin Luther King Jr.</i>  <i>Michelle Kwan: Heart of a Champion</i>  <i>Selena!</i>  <i>The Skull Man and Other People With Cool Jobs</i>  <b>Topic Software—Literature and the Arts:</b>  <i>10.2 Dragon Tales</i>  <i>10.4 Frankenstein Lives!</i>  <i>12.3 It's a Good Sign</i>  <i>12.4 War of Words</i>  <b>Reading Strategies Book:</b>            5, 8, 11, 14, 17, 23, 26, 29, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106  <b>Fact and Fiction Collection:</b>  <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>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</i>  <i>Carlos Carsolio</i>  <i>Slam Dunk! The Story of Yao Ming</i></p> <p>Fiction  <b>Audiobooks:</b></p>

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	<p><i>Back to the Titanic!</i>  <i>Beautiful Warrior</i>  <i>Favorite Greek Myths</i>  <i>For Your Eyes Only!</i>  <i>I Thought My Soul Would 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>  <b>Paperbacks:</b>  <i>Animal E.R.</i>  <i>The Best of Encyclopedia Brown</i>  <i>The Bookman</i>  <i>Circle of Gold</i>  <i>Confessions of a Gym Class Drop Out</i>  <i>David Copperfield</i>  <i>Dear Lovey Hart, I Am Desperate!</i>  <i>Demeter and Persephone</i>  <i>HELP! I'm Trapped in My Teacher's Body</i>  <i>It Came From Ohio! My Life as a Writer</i>  <i>The Last Dance</i>  <i>Little Monster</i>  <i>Navajo Long Walk</i>  <i>Riding Freedom</i>  <i>The Revenge of the Fireflies</i>  <i>Shoebag</i>  <i>The Torch Runner</i>  <i>Treasure Island</i>  <i>Twenty Thousand Leagues Under The Sea</i>  <i>Zoomers and Other Stories</i>  <b>Topic Software—Literature and the Arts:</b>  <i>10.1 Phaeton's Wild Ride</i>  <i>10.3 The Legend of Lucia</i>  <b>Reading Strategies Book:</b>            35, 38, 44, 47, 50, 56, 65, 68, 71, 74, 97-98, 109-110, 113-114, 117-118, 121-122  <b>Fact and Fiction Collection:</b>  <i>The Bird with Two Heads</i>  <i>The Mystery of the Spotted Band</i></p>

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	<p><i>End-Zone Boogie</i> <i>It's a Dog's Life</i> <i>Tom Sawyer</i> <i>The Tricky Rabbit</i> <i>Mookie Is Missing!</i> <i>Not Again!</i></p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Expository <b><u>Enterprise Matches</u></b> 22-25, 98-101, 249</p> <p>Expository Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 118-122</p> <p>Narrative <b><u>Enterprise Matches</u></b> 46-49, 178-181, 230-233, 250</p> <p>Narrative Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 113-117</p>
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. Read a variety of materials for a variety of purposes.	<p>Reading <b><u>Enterprise Matches</u></b> The <i>Read 180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue,</p>

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	<p>are sequenced in order of increasing difficulty, and provide opportunities to meet this objective.</p> <p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  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><b>Paperbacks:</b>  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>
R.2.2. Self-select reading materials from libraries and other sources.	<p>Self-Select Reading Materials</p> <p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  The students select the Audiobooks of their choice.</p> <p><b>Paperbacks:</b>  Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
R.2.3. Choose reading to satisfy, extend and expand personal interests.	<p>Reading</p> <p><b><u>Enterprise Matches</u></b>  The <i>Read 180 Enterprise</i> 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><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  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><b>Paperbacks:</b>  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>

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R.2.4. Choose reading as an information-gathering tool to develop informed opinions and make decisions.	<p>Reading <b><u>Enterprise Matches</u></b> 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><b><u>Student Materials</u></b> <b>Audiobooks:</b> 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><b>Paperbacks:</b> 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>
R.2.5. Read to research an idea using various technical resources.	<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><b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
R.2.6. Use library and reference skills.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Final Project <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 113, 125, 133, 147, 153, 161, 177, 181, 195, 201</p>
Strand 3: Listening, Speaking and Viewing	
Content Standard: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.	
LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles.	<p><i>The Following Matches Provide Opportunities to Meet this Objective:</i></p> <p>Discussion <b><u>Enterprise Matches</u></b></p>

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	<p><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  <b>Teacher’s Guide:</b>            The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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.1.2. Expand content-specific and personal vocabularies in listening and speaking.</p>	<p><i>The Following Selected Matches Support this Objective:</i></p> <p>Discussion  <b><u>Enterprise Matches</u></b>  <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>Vocabulary Builder  <b><u>Enterprise Matches</u></b>            9, 33, 57, 85, 109, 133, 165, 189, 213</p> <p>Academic Language Building  <b><u>Enterprise Matches</u></b></p>

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	<p>8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46</p> <p>Discuss Reading Materials and Ideas  <b>Teacher's Guide:</b>            The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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  <b><u>Student Materials</u></b>  <b>Audiobooks:</b>            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>
LSV.1.3. Comprehend oral instructions.	<p>The Following Match Provides Opportunities to Meet this Objective:</p> <p>How-to-Paragraph  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>            58-62</p>
LSV.1.4. Give and follow	<p>The Following Match Provides Opportunities to Meet this</p>

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directions.	<p>Objective:</p> <p>Reading Online Directions <b><u>Enterprise Matches</u></b> 237</p> <p>Following Pet Care Directions <b><u>Enterprise Matches</u></b> 185</p> <p>Follow Directions <b>Strategies for English-Language Learners:</b> 25, 29, 42</p> <p>How-to-Paragraph <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 58-62</p>
LSV.1.5. Listen and contribute to discussions.	<p>Discussion <b><u>Enterprise Matches</u></b> <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 <b>Teacher's Guide:</b> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher. <b>Topic Software—Literature and the Arts:</b> <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></p>

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	<p><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.1.6. Analyze and evaluate what is heard.</p>	<p><i>The Following Matches Provide Opportunities to Meet this Objective:</i></p> <p>Discussion  <b><u>Enterprise Matches</u></b>  <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read 180 Enterprise</i> 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  <b>Teacher's Guide:</b>  The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>  The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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.1.7. Summarize and paraphrase what others have said.</p>	<p><i>The Following Matches Provide Opportunities to Meet this Objective:</i></p> <p>Discussion  <b><u>Enterprise Matches</u></b></p>

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	<p><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  <b>Teacher's Guide:</b>            The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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.1.8. Read orally with meaning and expression.</p>	<p>Read With Expression  <b><u>Enterprise Matches</u></b>            83A</p> <p>Natural and Consistent Pace  <b><u>Enterprise Matches</u></b>            163A, 187A</p> <p>Oral Reading  <b>Software:</b>            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.  <b>Teacher's Resource Book:</b></p>

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	<p>Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p> <p><b>Topic Software—Literature and the Arts:</b> The passages in the <i>Topic Software</i> offer the students additional opportunities for oral reading.</p> <p><b>Fact and Fiction Collection:</b> The books in the <i>Fact and Fiction Collection</i> offer the students additional opportunities for oral reading.</p>
<p>LSV.1.9. Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.</p>	<p>Plan a Web Page</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b> 181, 185</p> <p><b>Teacher’s Resource Book:</b> 178</p>
<p>LSV.1.10. Recognize propaganda, bias, and censorship.</p>	<p><i>The Following Matches Support this Objective:</i></p> <p>Reading</p> <p><b><u>Enterprise Matches</u></b> 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><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b> 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><b>Paperbacks:</b> 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>LSV.1.11. Speak before a group to express or defend an opinion, present information, tell a story, or share a visual</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion</p> <p><b><u>Enterprise Matches</u></b> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located</p>

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display.	<p>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  <b>Teacher’s Guide:</b>  The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.  <b>Reading Strategies Book:</b>  The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.  <b>Topic Software—Literature and the Arts:</b>  <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><b>Teacher Materials</b></u>  <b>Teacher’s Guide:</b>  165, 215</p> <p><b>Teacher’s Resource Book:</b>  126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition  <u><b>Teacher Materials</b></u>  <b>Writing and Grammar Strategies Book:</b>  123-127</p> <p>Letter to the Author  <u><b>Teacher Materials</b></u>  <b>Writing and Grammar Strategies Book:</b></p>

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	<p>83-87</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 88-92</p>
LSV.1.12. Conduct an interview.	<p>Create an Interview <b><u>Teacher Materials</u></b> <b>Teacher’s Guide:</b> 57, 105, 155</p> <p><b>Teacher’s Resource Book:</b> 135, 144, 159, 160, 161, 181</p>
LSV.1.13. Make and respond to introductions.	<p>Write an Introduction, Speech <b>Teacher’s Guide:</b> 87, 107, 113 <b>Teacher’s Resource Book:</b> 141, 149, 151 <b>Topic Software—Literature and the Arts:</b> <i>11.1 Sports Report</i> <i>12.3 It’s a Good Sign</i></p>
LSV.1.14. Use clear, concise language when speaking.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <b><u>Enterprise Matches</u></b> <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 <b>Teacher’s Guide:</b> The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

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	<p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p><b>Topic Software—Literature and the Arts:</b>  <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  <b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>  165, 215</p> <p><b>Teacher's Resource Book:</b>  126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>  123-127</p> <p>Letter to the Author  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>  83-87</p> <p>Writing to Persuade  <b><u>Teacher Materials</u></b>  <b>Writing and Grammar Strategies Book:</b>  98-102</p> <p>Writing an Opinion  <b><u>Teacher Materials</u></b></p>

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	<b>Writing and Grammar Strategies Book:</b> 88-92
LSV.1.15. Exhibit effective use of body and voice.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <b><u>Teacher Materials</u></b> <b>Teacher's Guide:</b> 165, 215</p> <p><b>Teacher's Resource Book:</b> 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 123-127</p> <p>Letter to the Author <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 83-87</p> <p>Writing to Persuade <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 98-102</p> <p>Writing an Opinion <b><u>Teacher Materials</u></b> <b>Writing and Grammar Strategies Book:</b> 88-92</p> <p>Discussion <b><u>Enterprise Matches</u></b> <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>

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	<p><b>Teacher's Guide:</b> The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><b>Reading Strategies Book:</b> The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p><b>Topic Software—Literature and the Arts:</b>  <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>