

SCHOLASTIC



Enterprise Edition Stage A

**Correlated to
California Standards Test Blueprint
Grades 3, 4, 5 & 6**

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English-Language Arts Grade 3	<i>READ 180</i> Stage A
CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:	
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
1.1 Decoding and Word Recognition: Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	rBook Teacher’s Edition: Coaching Notes: 73, 153 Vocabulary/Word Study: 72, 73, 152, 153 Workshop Wrap-Up: 83, 163 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 5 Vowel /ā/ ai, ay, eigh, ey, ea: 53, 54, 55; Lesson 6 Vowel /ē/ ea, ee, e, y, ey: 56, 57, 58; Lesson 7 Vowel /ō/ o, oa, ow: 59, 60, 61; Lesson 8 Vowel /ī/ i, igh, y ie: 62, 63, 64; Lesson 13 Words With /ōō/ oo, oue, ew, ough, ou: 77, 78, 79; Lesson 14 Vowel /ô/ a, au, aw, o: 80, 81, 82; Lesson 15 Vowel /e/ ea, ai, a: 83, 84, 85; Lesson 16 Vowel /u/ a, o, ou: 86, 87, 88; Lesson 17 Diphthong /ou/ ou, ow: 89, 90, 91; Lesson 18 Diphthong /oi/ oi, oy: 92, 93, 94; Lesson 19 Words With /ōō/ oo, o, u, ou: 95, 96, 97
1.2 Decoding and Word Recognition: Decode regular multisyllabic words.	rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107 rBook Reading Handbook: 244 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 33 Multisyllabic Words: 137, 138, 139; Resources: Multisyllabic Words: 151

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<p>1.3 Decoding and Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149-150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183</p>
<p>1.4 Vocabulary and Concept Development: Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 44, 45, 79, 120 Vocabulary/Word Study: 44, 45, 72, 73, 120, 121 Workshop Wrap-Up: 55, 83, 131</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (using synonyms in place of “tired words”): 28</p>

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<p>1.5 Vocabulary and Concept Development: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).</p>	<p>rBook Teacher’s Edition: Coaching Notes: 17, 152, 176 Vocabulary/Word Study: 152, 153, 176, 177 Workshop Wrap-Up: 163, 187</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Meaning Match (game with multiple-meaning words): 63</p>
<p>1.6 Vocabulary and Concept Development: Use sentence and word context to find the meaning of unknown words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 16, 19, 93, 96, 119 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>1.7 Vocabulary and Concept Development: Use a dictionary to learn the meaning and other features of unknown words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 229 Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245</p>

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<p>1.8 Vocabulary and Concept Development: Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 13, 44, 45, 86, 90, 121, 170, 190, 214, 223 Vocabulary/Word Study: 44, 45, 120, 121, 200, 201 Workshop Wrap-Up: 55, 131, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (practice using synonyms in place of “tired words”): 28; Act Out Idioms (game to practice idiom): 67</p>

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<p>2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Skim and Scan: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Talking About Books (build vocabulary about parts of books): 23</p>
<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 193, 198, 217 Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 31 Self-Monitoring Strategies: 318</p>

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2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. (continued)	RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (asking questions to gain information): 26; What’s the Scoop? (asking questions of classmates): 32
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate comprehension by identifying answers in the text.	rBook Teacher’s Edition: Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Recall major points in the text and make and modify predictions about forthcoming information.	rBook Teacher’s Edition: Readings: 12-15, 16-19, 40-43, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215 Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i> , p. 12 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Make Predictions: 319
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish the main idea and supporting details in expository text.	rBook Teacher’s Edition: Best Practices: 8C-8D Coaching Notes: 11 Readings: 12-15, 16-19, 41 Workshop Wrap-Up: 30 rBook Reading Handbook: 245 Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i> , p. 13 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293

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<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>rBook Teacher’s Edition: Best Practices: 188C-188D Coaching Notes: 191 Readings: 190-191, 192-195, 196-199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lesson 44 Read Across Texts: 331</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>

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<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)</p>	<p>rBook Teacher's Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 11-20; Teaching Plans Level 2: pp. 21-30; Teaching Plans Level 3: pp. 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p>Audiobooks Teaching Resources: <i>Favorite Greek Myths</i>, p. 10</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p>rBook Teacher's Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58</p>

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<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (continued)</p>	<p>Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine the underlying theme or author's message in fiction and nonfiction text.</p>	<p>rBook Teacher's Edition: Best Practices: 132E Coaching Notes: 227 Readings: 149, 227 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It's How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man's March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 150 Readings: 151, 227 rBook Reading Handbook: 248</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Repetition and Rhyme: 335; Sounds in Poetry: 335</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Rhyming Poem: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: Identify the speaker or narrator in a selection.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 60, 136, 218, 221 Readings: 61, 218, 220 rBook Reading Handbook: 248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 19-23; Lesson 5 Biographical Narrative: 34-38</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	
1.1 Organization and Focus: Create a single paragraph: <ul style="list-style-type: none"> a. Develop a topic sentence. b. Include simple supporting facts and details. 	rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118
1.2 Penmanship: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-6: 14-43; Descriptive Writing, Lessons 7-11: 44-68; Expository Writing, Lessons 12-16: 69-93; Persuasive Writing, Lessons 17-20: 94-113; Functional Writing, Lessons 21-24: 114-133; Research, Lessons 26-29: 139-150
1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	rBook Teacher’s Edition: Coaching Notes: 229 Functional Literacy: 161 Readings: 110-111, 116-119 Text Feature: 174

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<p>1.3 Research: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). (continued)</p>	<p>Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.4 Evaluation and Revision: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 157, 158, 181, 182, 205, 206, 233, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Skill Builder: Adding Character Details: 48; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<p>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	
<p>1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32,</p>

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<p>1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking (continued)</p>	<p>34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Lesson 13 Skill Builder: Creating a Topic Sentence: 78; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 28 Combining Sentences; 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<p>1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96-97 Workshop Wrap-Up: 107 Writing and Grammar: 158, 180 rBook Reading Handbook: 244 rBook Writing Handbook: 248, 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development</p>

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<p>1.2 Grammar: Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. (continued)</p>	<p>Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59</p>
<p>1.3 Grammar: Identify and use past, present, and future verb tenses properly in writing and speaking.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 234, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 11 Future-Tense Verbs: 174-175</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p>
<p>1.4 Grammar: Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 158, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 2 Subjects and Predicates: 156-157; Lesson 13 Subject-Verb Agreement: 178-179</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51</p>

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<p>1.5 Punctuation: Punctuate dates, city and state, and titles of books correctly.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 207 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 3 Skill Builder: Using Dialogue: 28; Grammar, Usage, & Mechanics, Lesson 26 Commas With Quotation Marks: 204-205</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Scheduling Time (practice calendar words): 44</p>
<p>1.6 Punctuation: Use commas in dates, locations, and addresses and for items in a series.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 103 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 23 Skill Builder: Using Commas in Dates and Place Names: 128; Grammar, Usage, & Mechanics, Lesson 27 Commas in a Series: 206-207</p>
<p>1.7 Capitalization: Capitalize geographical names, holidays, historical periods, and special events correctly.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 51 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<p>1.8 Spelling: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a</p>	<p>rBook Teacher’s Edition: Coaching Notes: 97, 113 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107</p>

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<p>word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>	<p>rBook Reading Handbook: 244</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 33 Multisyllabic Words: 137, 138, 139; Resources: Multisyllabic Words: 151; Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Echo With a Twist (identifying and forming contractions): 41</p>
<p>1.9 Spelling: Arrange words in alphabetic order.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 229 Vocabulary/Word Study: 228, 229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245</p>

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CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	
1.1 Word Recognition: read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149-150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183</p>
1.2 Vocabulary and Concept Development: apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	<p>rBook Teacher’s Edition: Coaching Notes: 13, 44, 45, 86, 90, 121, 170, 190, 214, 223 Vocabulary/Word Study: 44, 45, 120, 121, 200, 201 Workshop Wrap-Up: 55, 131, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273</p>

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<p>1.2 Vocabulary and Concept Development: apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (practice using synonyms in place of “tired words”): 28; Act Out Idioms (game to practice idiom): 67</p>
<p>1.3 Vocabulary and Concept Development: use knowledge of root words to determine the meaning of unknown words within a passage</p>	<p>Audiobooks Teaching Resources: <i>Favorite Greek Myths</i>, p. 15</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.4 Vocabulary and Concept Development: know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international)</p>	<p>rBook Teacher’s Edition: Coaching Notes: 20, 21, 201 Vocabulary/Word Study: 20, 21, 200, 201 Workshop Wrap-Up: 31, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.5 Vocabulary and Concept Development: use a thesaurus to determine related words and concepts</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p>

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<p>1.6 Vocabulary and Concept Development: distinguish and interpret multiple meaning words</p>	<p>rBook Teacher’s Edition: Coaching Notes: 17, 152, 176 Vocabulary/Word Study: 152, 153, 176, 177 Workshop Wrap-Up: 163, 187</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Meaning Match (game with multiple-meaning words): 63</p>

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<p>2.0 READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>	
<p>2.1 Structural Features of Informational Materials: identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 108C-108D, 164C-164D, 188C-188D Readings: 34-35, 36-39, 40-43, 110-111, 112-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199 rBook Reading Handbook: 245, 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lesson 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>

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<p>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)</p>	<p>rBook Teacher’s Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 84C-84D, 108C-108D, 132C-132D, 132E-132F, 164C-164D, 188C-188D, 212C-212D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lesson 28 Skim and Scan: 315; Lesson 29 Take Notes: 316; Lesson 30 Mark Up Text: 317</p>
<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues</p>	<p>rBook Teacher’s Edition: Best Practices: 56D Coaching Notes: 193, 198, 217 Readings: 60-71 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Make Predictions: 319</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: evaluate new information and hypotheses by testing them against known information and ideas</p>	<p>rBook Teacher’s Edition: Best Practices: 108C-108D Readings: 110-111, 112-115, 116-119 rBook Reading Handbook: 246</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 38 Read Content-Area Text: 325</p>

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<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: compare and contrast information on the same topic after reading several passages or articles</p>	<p>rBook Teacher’s Edition: Best Practices: 188C-188D Coaching Notes: 191 Readings: 190-191, 192-195, 196-199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lesson 44 Read Across Texts: 331</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: distinguish between cause and effect and between fact and opinion in expository text</p>	<p>rBook Teacher’s Edition: Best Practices: 164C-164D Functional Literacy: 52, 81, 104 Readings: 166-167, 168-171, 172-175, 223</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 9-10 Cause and Effect: 296, 297; Lesson 35 Fact and Opinion: 322; Lesson 36 Identify Bias: 323</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73</p>

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<p>2.7 Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales</p>	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149</p> <p>Audiobooks Teaching Resources: <i>Favorite Greek Myths</i>, p. 10</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 12</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify the main events of the plot, their causes, and the influence of each event on future actions</p>	<p>rBook Teacher’s Edition: Best Practices: 56E, 56F Coaching Notes: 64, 65, 67, 140, 148 Readings: 58, 59, 63, 65, 67, 69, 71 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>No Boys Allowed!</i>, p. 47; <i>Cockroach Cooties</i>, p. 63; <i>With Friends Like These, Who Needs Enemies?</i>, p. 101</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify the main events of the plot, their causes, and the influence of each event on future actions (continued)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 336</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions</p>	<p>rBook Teacher’s Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58 Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lesson 44 Read Across Texts: 331</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58</p>

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<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works</p>	<p>rBook Teacher’s Edition: Coaching Notes: 137, 139, 141, 192 Readings: 36, 137, 139, 141, 192 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	
1.1 Sentence Structure: use simple and compound sentences in writing and speaking	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Lesson 13 Skill Builder: Creating a Topic Sentence: 78; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 28 Combining Sentences; 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
1.2 Sentence Structure: combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	<p>rBook Teacher’s Edition: Writing and Grammar: 206, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 30 Combining Sentences With Phrases: 212-213</p>

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<p>1.3 Grammar: identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 102, 126, 234, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Skill Builder: Using Transition Words: 58; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>

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<p>1.4 Punctuation: use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 159 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 3 Skill Builder: Using Dialogue: 28; Grammar, Usage, & Mechanics, Lesson 15 Possessive Nouns: 182-183; Lesson 22 Contractions: 196-197; Lesson 26 Commas With Quotation Marks: 204-205</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Echo With a Twist (identifying and forming contractions): 41; Lost and Found (practice possessive nouns): 52</p>
<p>1.5 Punctuation: use underlining, quotations marks, or italics to identify titles of documents</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 207 rBook Writing Handbook: 253</p>
<p>1.6 Capitalization: capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 51, 78, 102, 126, 158, 182, 206, 234 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>

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<p>1.7 Spelling: spell correctly roots, inflections, suffixes and prefixes, and syllable constructions</p>	<p>rBook Teacher’s Edition: Coaching Notes: 20, 21, 201 Vocabulary/Word Study: 20, 21, 200, 201 Workshop Wrap-Up: 31, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228; Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.0 WRITING STRATEGIES: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions).</p>	
<p>1.1 Organization and Focus: select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 24, 25, 47, 48, 49, 75, 76, 77, 99, 100, 101, 123, 124, 125, 155, 156, 157, 179, 180, 181, 203, 204, 205, 231, 232, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-6: 14-43; Descriptive Writing, Lessons 7-11: 44-68; Expository Writing, Lessons 12-16: 69-93; Persuasive Writing, Lessons 17-20: 94-113; Functional Writing, Lessons 21-24: 114-133; Research, Lessons 26-29: 139-150</p>

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1.2 Organization and Focus: create multiple-paragraph compositions that	
1) provide an introductory paragraph	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>

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<p>3) include supporting paragraphs with simple facts, details, and explanations</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>4) conclude with a paragraph that summarizes the points</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>

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<p>5) use correct indentation</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.3 Organization and Focus: use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 156, 157, 180, 181, 204, 205, 232, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>

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<p>1.4 Penmanship: write fluidly and legibly in cursive or joined italic</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-6: 14-43; Descriptive Writing, Lessons 7-11: 44-68; Expository Writing, Lessons 12-16: 69-93; Persuasive Writing, Lessons 17-20: 94-113; Functional Writing, Lessons 21-24: 114-133; Research, Lessons 26-29: 139-150</p>
<p>1.5 Research and Technology: quote or paraphrase information sources, citing them appropriately</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 29 Features of a Research Report: 147-150</p>
<p>1.6 Research and Technology: locate information in reference texts by using organizational features (e.g., prefaces, appendices)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 185, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Talking About Books (build vocabulary about parts of books) 23</p>

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<p>1.7 Research and Technology: use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information) as an aid to writing</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.8 Research and Technology: understand the organization of almanacs, newspapers, and periodicals and how to use those print materials</p>	<p>rBook Teacher’s Edition: Readings: 12-15, 88-91, 110-111, 112-115, 166-167, 168-171, 190-191, 192-195</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 News Article: 84-88; Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>1.9 Research and Technology: demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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<p>1.10 Evaluation and Revision: edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 157, 158, 181, 182, 205, 206, 233, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Skill Builder: Adding Character Details: 48; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149-150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183
1.2 Vocabulary and Concept Development: use word origins to determine the meaning of unknown words	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18 Word Origins: 270, 271
1.3 Vocabulary and Concept Development: understand and explain frequently used synonyms, antonyms and homographs	rBook Teacher’s Edition: Coaching Notes: 44, 45 Vocabulary/Word Study: 44, 45, 200, 201 Workshop Wrap-Up: 55, 211 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 4 Homophones and Homographs: 242, 243; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249

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<p>1.3 Vocabulary and Concept Development: understand and explain frequently used synonyms, antonyms and homographs (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (using synonyms in place of “tired words”): 28</p>
<p>1.4 Vocabulary and Concept Development: know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)</p>	<p>Audiobooks Teaching Resources: Favorite Greek Myths, p. 15</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>1.5 Vocabulary and Concept Development: understand and explain the figurative and metaphorical use of words in context</p>	<p>rBook Teacher’s Edition: Readings: 13, 170, 214, 223 Vocabulary/Word Study: 120, 121 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: La Mariposa, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 20 Figurative Language: 274, 275</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p>

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<p>1.5 Vocabulary and Concept Development: understand and explain the figurative and metaphorical use of words in context (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>
<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable</p>	<p>rBook Teacher’s Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 174, 199</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324; Lesson 39 Read Graphs: 326; Lesson 40 Read Maps: 327; Lesson 41 Read Electronic Text: 328</p>
<p>2.2 Structural Features of Informational Materials: analyze text that is organized in sequential or chronological order</p>	<p>rBook Teacher’s Edition: Best Practices: 32C Readings: 34-35, 36-39, 40-43, 54, 93 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i>, p. 12; <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 20</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 45; <i>Every Cloud Has a Silver Lining</i>, p. 87</p>

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<p>2.2 Structural Features of Informational Materials: analyze text that is organized in sequential or chronological order (continued)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 21 Skill Builder: Using Sequence Words: 118</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.2, 1.4; Predators: 2.3, 2.4; Mummies, Bones, and Garbage: 3.3, 3.4; It’s How You Play the Game: 4.3, 4.4; Thrills and Chills: 5.1, 5.3, 5.4; One Man’s March: Martin Luther King Jr.: 6.1, 6.3, 6.4; Forgotten Heroes: 7.2, 7.3; Weird Science: 8.1, 8.2, 8.4; History Mysteries: 9.1, 9.2, 9.3, 9.4</p>
<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas</p>	<p>rBook Teacher’s Edition: Best Practices: 8C Coaching Notes: 11 Readings: 10-11, 12-15, 16-19 Workshop Wrap-Up: 30 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Buzz!</i>, p. 43; <i>Screech!</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas (continued)</p>	<p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p>	<p>rBook Teacher’s Edition: Best Practices: 212C Coaching Notes: 15, 17, 34, 37, 38, 40, 42, 60, 62, 63, 65, 71, 94, 110, 114, 138, 140, 144, 147, 175, 190, 193 Readings: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 214-215, 216-223, 224-225, 226-227</p> <p>Audiobooks Teaching Resources: <i>For Your Eyes Only!</i>, p. 10; <i>Jonah the Whale</i>, p. 11; <i>The Journal of Joshua Loper</i>, p. 11; <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 12; <i>La Mariposa</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>The Revenge of the Fireflies</i>, p. 49; <i>Selena!</i>, p. 53; <i>The Torch Runner</i>, p. 57; <i>The Story of Harriet Tubman</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305</p>

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<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (continued)</p>	<p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.5 Expository Critique: distinguish facts, supported inferences, and opinions in text</p>	<p>rBook Teacher’s Edition: Best Practices: 212C Coaching Notes: 15, 34, 37, 38, 60, 62, 63, 65, 71, 114, 138, 140, 144, 147, 175, 190, 193 Readings: 15, 34, 36, 38, 61, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 214-227, 238, 246</p> <p>Audiobooks Teaching Resources: <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 12; <i>La Mariposa</i>, p. 12; <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Torch Runner</i>, p. 57; <i>The Story of Harriet Tubman</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Fact and Opinion: 322</p>

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<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose</p>	<p>rBook Teacher’s Edition: Readings: 10, 12-14, 16-19, 34, 36-38, 40-43, 60-71, 86, 88-90, 92-95, 110, 112-114, 116-119, 136-139, 150, 161, 166, 168-170, 172-175, 190, 192-194, 196-198, 214, 216-223, 226</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 11-20; Teaching Plans Level 2: pp. 21-30; Teaching Plans Level 3: pp. 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330</p>
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify the main problem or conflict of the plot and how it is resolved</p>	<p>rBook Teacher’s Edition: Best Practices: 56E, 56F Coaching Notes: 64, 65, 67, 140, 148 Readings: 58, 59, 63, 65, 67, 69, 71 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>No Boys Allowed!</i>, p. 47; <i>Cockroach Cooties</i>, p. 63; <i>With Friends Like These, Who Needs Enemies?</i>, p. 101</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify the main problem or conflict of the plot and how it is resolved (continued)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 336</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme</p>	<p>rBook Teacher’s Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58 Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works</p>	<p>rBook Teacher’s Edition: Best Practices: 132E Coaching Notes: 227 Readings: 149, 227 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works (continued)</p>	<p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)</p>	<p>rBook Teacher’s Edition: Readings: 36, 137, 141, 192, 227 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 332; Tone: 332; Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334; Repetition and Rhyme: 335; Sounds in Poetry: 335; Conflict: 336; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p>

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<p>3.6 Literary Criticism: evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures</p>	<p>Audiobooks Teaching Resources: <i>Beautiful Warrior The Legend of the Nun’s Kung Fu</i>, p. 14; <i>Favorite Greek Myths</i>, p. 15</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Symbolism: 334</p>
<p>3.7 Literary Criticism: evaluate the author’s use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers’ perspectives</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 154-159 rBook Writing Handbook: 250</p> <p>Audiobooks Teaching Resources: Final Project A: <i>Write a Book Review</i>, p. 63</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	
1.1 Sentence Structure: identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	rBook Teacher’s Edition: Writing and Grammar: 26, 50, 234, 235 rBook Writing Handbook: 251, 252 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Skill Builder: Using Transition Words: 58; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213
1.2 Grammar: identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	rBook Teacher’s Edition: Writing and Grammar: 102, 126 rBook Writing Handbook: 251, 252 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 12 Irregular Verbs: 176-177; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195

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<p>1.2 Grammar: identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>
<p>1.3 Punctuation: use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 207 rBook Writing Handbook: 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 3 Skill Builder: Using Dialogue: 28; Grammar, Usage, & Mechanics, Lesson 26 Commas With Quotation Marks: 204-205</p>
<p>1.4 Capitalization: use correct capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 51, 78, 102, 126, 158, 182, 206, 234 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>

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<p>1.5 Spelling: spell roots, suffixes, prefixes, contractions, and syllable constructions correctly</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 102, 126, 158, 182, 206, 234</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 22 Contractions: 196-197</p>
<p>1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	
<p>1.1 Organization and Focus: create multiple-paragraph narrative compositions</p>	
<p>1) establish and develop a situation or plot 2) describe the setting 3) present an ending</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 230- 235 rBook Writing Handbook: 250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Biographical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43</p>

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1.2 Organization and Focus: create multiple-paragraph expository compositions	
<ol style="list-style-type: none"> 1) establish a topic, important ideas, or events in sequence or chronological order 2) provide details and transitional expressions that link one paragraph to another in a clear line of thought 3) offer a concluding paragraph that summarizes important ideas and details 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.3 Research and Technology: use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<p>1.4 Research and Technology: create simple documents by using electronic media and employing organization features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>1.5 Research and Technology: use a thesaurus to identify alternative word choices and meanings</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p>

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<p>1.6 Evaluation and Revision: edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 157, 158, 181, 182, 205, 206, 233, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Skill Builder: Adding Character Details: 48; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>

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CALIFORNIA CONTENT STANDARDS: READING	
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
1.1 Word Recognition: read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149-150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Lesson 1 Modeled Fluent Reading: 164, 165, 166, 167; Lesson 2 Phrase-Cued Reading: 168, 169, 170, 171; Lesson 3 Oral Recitation/Retelling: 172, 173, 174, 175; Lesson 5 Repeated Timed Reading: 180, 181, 182, 183</p>
1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings	<p>rBook Teacher’s Edition: Coaching Notes: 17, 152, 176 Readings: 13, 170, 214, 223 Vocabulary/Word Study: 120, 121, 152, 153, 176, 177 Workshop Wrap-Up: 163, 187 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 20 Figurative Language: 274, 275</p>

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<p>1.2 Vocabulary and Concept Development: identify and interpret figurative language and words with multiple meanings (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Meaning Match (game with multiple-meaning words): 63</p>
<p>1.3 Vocabulary and Concept Development: recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18 Word Origins: 270, 271</p>
<p>1.4 Vocabulary and Concept Development: monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning</p>	<p>rBook Teacher’s Edition: Coaching Notes: 16, 19, 93, 96, 119 Vocabulary/Word Study: 96, 97 Workshop Wrap-Up: 107</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265</p>
<p>1.5 Vocabulary and Concept Development: understand and explain “shades of meaning” in related words (e.g., softly and quietly)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253</p>

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<p>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p>	
<p>2.1 Structural Features of Informational Materials: identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237 Readings: 12-15, 88-91, 112-115, 166-167, 168-171, 190-191, 192-195</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 41 Read Electronic Text: 328</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 15 News Article: 84</p>
<p>2.2 Structural Features of Informational Materials: analyze text that uses the compare-and-contrast organizational pattern</p>	<p>rBook Teacher’s Edition: Best Practices: 188C-188D Readings: 190-191, 192-195, 196-199 Workshop Wrap-Up: 210</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299</p>

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<p>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: connect and clarify main ideas by identifying their relationships to other sources and related topics</p>	<p>rBook Teacher’s Edition: Best Practices: 8C-8D Coaching Notes: 11 Readings: 10-11, 12-15, 16-19 Workshop Wrap-Up: 30 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Buzz!</i>, p. 43; <i>Screech!</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lessons 7-8 Summarize: 294, 295; Lesson 27 Important and Unimportant Details: 314; Lesson 29 Taking Notes: 316</p>

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<p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: clarify an understanding of texts by creating outlines, logical notes, summaries, or reports (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83; Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)</p>	<p>rBook Teacher’s Edition: Functional Literacy: 185</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>2.6 Expository Critique: determine the adequacy and appropriateness of the evidence for an author’s conclusions</p>	<p>rBook Teacher’s Edition: Coaching Notes: 17, 40, 42, 94, 110 Readings: 40-42, 110-111, 192-195</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 17-18 Draw Conclusions: 304, 305; Lesson 34 Identify Author’s Purpose: 321</p>

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<p>2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations</p>	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 212C-212D Coaching Notes: 15, 17, 34, 37, 38, 40, 42, 60, 62, 63, 65, 71, 94, 110, 114, 138, 140, 144, 147, 175, 190, 193 Readings: 15, 34, 34-35, 36-39, 40-43, 54, 61, 63, 65, 71, 93, 110, 114, 139, 141, 145, 147, 166, 174, 190, 214-215, 216-223, 224-225, 226-227 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>For Your Eyes Only!</i>, p. 10; <i>Jonah the Whale</i>, p. 11; <i>The Journal of Joshua Loper</i>, p. 11; <i>The Last-Place Sports Poems of Jeremy Bloom</i>, pp. 12, 20; <i>La Mariposa</i>, p. 12; <i>The Magnificent Mummy Maker</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 45; <i>The Revenge of the Fireflies</i>, p. 49; <i>Selena!</i> p. 53; <i>The Torch Runner</i>, p. 57; <i>Every Cloud Has a Silver Lining</i>, p. 87; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 3-4 Sequence of Events: 290, 291; Lessons 9-10 Cause and Effect: 296, 297; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304-305</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 21 Skill Builder: Using Sequence Words: 118</p>

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<p>2.7 Expository Critique: make reasonable assertions about a text through accurate, supporting citations (continued)</p>	<p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>2.8 Expository Critique: note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	<p>rBook Teacher’s Edition: Functional Literacy: 52, 81, 104 Readings: 110-111, 112-115, 116-119, 223</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Fact and Opinion: 322; Lesson 36 Identify Bias: 323</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Model: We Need Bike Paths!: 95; Lesson 18 Model: Thumbs Up for Star Wars: The Phantom Menace: 100; Lesson 19 Model: Let Students Use the Gym After School!: 105; Lesson 20 Model: Let’s Build a Park!: 110-111</p>
<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>	
<p>3.1 Structural Features of Literature: identify the forms of fiction and describe the major characteristics of each form</p>	<p>rBook Teacher’s Edition: Coaching Notes: 71 Readings: 60-71, 136-149</p>

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<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text: analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict</p>	<p>rBook Teacher’s Edition: Best Practices: 56E-56F, 132C-132D Coaching Notes: 64, 65, 67, 70, 137, 138, 139, 140, 143, 145, 147, 148, 149, 224 Comprehension: 58 Readings: 58, 59, 63, 64, 65, 67, 69, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>No Boys Allowed!</i>, p. 47; <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Cockroach Cooties</i>, p. 63; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89; <i>With Friends Like These, Who Needs Enemies?</i>, p. 101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307; Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 336</p>
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the influence of setting on the problem and its resolution</p>	<p>rBook Teacher’s Edition: Best Practices: 56C-56D Readings: 60-71 Workshop Wrap-Up: 82</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 21-22 Analyze Setting: 308, 309</p>

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<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme</p>	<p>rBook Teacher’s Edition: Coaching Notes: 150 Readings: 150-151, 226-227 rBook Reading Handbook: 248</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Literary Elements: Imagery: Simile and Metaphor: 333; Repetition and Rhyme: 335; Sounds in Poetry: 335</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry, Lesson 25 Rhyming Poem: 134-138</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography)</p>	<p>rBook Teacher’s Edition: Coaching Notes: 60, 136, 218, 221 Readings: 61, 218, 220 rBook Reading Handbook: 248</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 19-23; Lesson 5 Biographical Narrative: 34-38</p>

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<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze features of themes conveyed through characters, actions, and images</p>	<p>rBook Teacher’s Edition: Best Practices: 132E-132F Coaching Notes: 227 Readings: 149, 227 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 25-26 Analyze Theme: 312, 313</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts</p>	<p>rBook Teacher’s Edition: Readings: 36, 137, 141, 192, 227 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 332; Tone: 332; Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334; Repetition and Rhyme: 335; Sounds in Poetry: 335; Conflict: 336; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337</p>

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<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p>
<p>3.8 Literary Criticism: critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction)</p>	<p>rBook Teacher’s Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58 Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79; <i>How Tía Lola Came to Stay</i>, p. 89</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307</p>

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CALIFORNIA CONTENT STANDARDS: WRITING	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	
1.1 Sentence Structure: use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Skill Builder: Using Transition Words: 58; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213
1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	rBook Teacher’s Edition: Writing and Grammar: 102, 126 rBook Writing Handbook: 251, 252 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179, Lesson 14 Subject and Object Pronouns: 180-181; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195

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<p>1.2 Grammar: identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>
<p>1.3 Punctuation: use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 22 Business Letter: 119-122</p>
<p>1.4 Capitalization: use correct capitalization</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 51, 78, 102, 126, 158, 182, 206, 234 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163</p>
<p>1.5 Spelling: spell frequently misspelled words correctly (e.g., their, they’re, there)</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 102, 126, 158, 182, 206, 234</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>

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English Language Arts Grade 6	<i>READ 180</i> Stage A
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
1.1 Organization and Focus: choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose	<p>rBook Teacher's Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lessons 1-6: 14-43; Descriptive Writing, Lessons 7-11: 44-68; Expository Writing, Lessons 12-16: 69-93; Persuasive Writing, Lessons 17-20: 94-113; Functional Writing, Lessons 21-24: 114-133; Poetry, Lesson 25: 134-138; Research, Lessons 26-29: 139-150</p>
1.2 Organization and Focus: create multiple-paragraph expository compositions	
<ol style="list-style-type: none"> 1) engage the interest of the reader and state a clear purpose 2) develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 3) conclude with a detailed summary linked to the purpose of composition 	<p>rBook Teacher's Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>

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English Language Arts Grade 6	READ 180 Stage A
<p>1.3 Organization and Focus: use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climactic order</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 156, 157, 180, 181, 204, 205, 232, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>1.4 Research and Technology: use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<p>1.5 Research and Technology: compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

READ 180 Enterprise Stage A ©2005
correlated to
California Standards Test Blueprint
Grade 6

English Language Arts Grade 6	READ 180 Stage A
<p>1.6 Evaluation and Revision: revise writing to improve organization and consistency of ideas within and between paragraphs</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 26, 49, 50, 77, 78, 101, 102, 125, 126, 157, 158, 181, 182, 205, 206, 233, 234</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Skill Builder: Adding Character Details: 48; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108; Research, Lesson 29 Features of a Research Report: 147-150; Grammar, Usage, & Mechanics, Lesson 4 Correct Word Order: 160-161; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>