

SCHOLASTIC



**Enterprise Edition
Stage A
rSkills Tests**

**Correlated to
California Standards Test Blueprint
Grades 4 & 5**

Far West Regional Office

21860 Burbank Blvd. Suite 110

Woodland Hills, CA 91367

(800) 342-5331

(818) 610-7474 (fax)

www.scholastic.com/california

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	<i>READ 180</i> Stage A rSkills Tests
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.	
<i>Vocabulary and Concept Development</i>	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	Page 30 – Question 11 Page 31 – Questions 14, 15, 16 Page 35 – Question Sample B Page 42 – Question 11 Page 47 – Question Sample B Page 54 – Question 13 Page 55 – Questions 14, 15 Page 59 – Question Sample A Page 65 – Question 11 Page 77 – Question 1 Page 92 – Question 14 Page 93 – Questions 15, 16 Page 97 – Question Sample B Page 104 – Question 11 Page 116 – Questions 13, 14 Page 117 – Question 15 Page 128 – Question 11 Page 133 – Question Sample B Page 140 – Question 11
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).	Page 30 – Questions 12, 13 Page 66 – Question 15 Page 92 – Questions 11, 12 Page 129 – Question 15
1.6 Distinguish and interpret words with multiple meanings.	Page 42 – Question 13 Page 43 – Question 14 Page 55 – Question 16 Page 65 – Question 12 Page 78 – Question 16 Page 104 – Question 13 Page 117 – Question 16 Page 128 – Question 12 Page 141 – Question 16

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	<i>READ 180</i> Stage A rSkills Tests
<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 Literature, Kindergarten Through Grade Twelve</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>	
<i>Structural Features of Informational Materials</i>	
<p>2.1 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>Page 25 – Question 2 Page 26 – Question 4 Page 27 – Question 6 Page 29 – Question 9 Page 37 – Question 2 Page 88 – Questions 2, 4 Page 99 – Question 2</p>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
<p>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p>	<p>Page 29 – Question 10 Page 33 – Question 22 Page 37 – Question 1 Page 38 – Questions 3, 4 Page 49 – Questions 1, 2 Page 50 – Questions 3, 4 Page 60 – Questions 1, 2 Page 61 – Questions 4, 5 Page 63 – Questions 6, 7, 8, 9 Page 64 – Question 10 Page 71 – Question Sample B Page 73 – Questions 1, 2, 3, 4 Page 74 – Question 5 Page 76 – Questions 9, 10 Page 85 – Question Sample A Page 88 – Questions 1, 5 Page 90 – Question 6 Page 91 – Question 10 Page 99 – Questions 1, 3 Page 100 – Questions 4, 5 Page 109 – Question Sample A Page 112 – Questions 1, 3, 4 Page 119 – Question 10 Page 123 – Questions 1, 2, 3</p>

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	READ 180 Stage A rSkills Tests
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). (continued)	Page 124 – Questions 4, 5 Page 126 – Questions 7, 8, 9 Page 127 – Question 10 Page 135 – Question 3 Page 136 – Questions 4, 5 Page 139 – Question 9
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	Page 135 – Question 1
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	Page 61 – Question 3 Page 88 – Question 3 Page 112 – Question 2 Page 126 – Question 6 Page 135 – Question 2
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 Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	Page 40 – Questions 5, 6 Page 41 – Question 9 Page 52 – Questions 6, 7 Page 53 – Question 9 Page 75 – Question 6 Page 76 – Question 7 Page 90 – Questions 7, 8 Page 91 – Question 9 Page 103 – Questions 8, 9 Page 115 – Question 9 Page 138 – Question 8
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Page 23 – Question Sample A Page 40 – Questions 7, 8 Page 52 – Questions 7, 8 Page 53 – Question 10 Page 76 – Question 8 Page 103 – Questions 7, 10 Page 114 – Questions 5, 6 Page 115 – Questions 7, 8

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	READ 180 Stage A rSkills Tests
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. (continued)	Page 121 – Question Sample A Page 133 – Question Sample B Page 138 – Questions 6, 7, 9
Writing	
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 (e.g., prewriting, drafting, revising, editing successive versions).	
<i>Organization and Focus</i>	
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	Page 58 – Question 21 Page 81 – Question 21 Page 95 – Question 21 Page 119 – Question 21 Page 131 – Questions 21, 22 Page 143 – Question 21
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	Page 69 – Question 22 Page 119 – Question 21 Page 131 – Question 22
<i>Research and Technology</i>	
<i>Penmanship</i>	
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	Page 66 – Question 16 Page 78 – Questions 14, 15 Page 129 – Question 16 Page 140 – Question 14 Page 141 – Question 15

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	READ 180 Stage A rSkills Tests
<p>2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students:</p>	
<p>2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details d. Provide insight into why the selected event or experience is memorable. 	<p>Page 58 – Question 22 Page 69 – Question 21</p>
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. 	<p>Page 45 – Question 22 Page 81 – Question 22 Page 95 – Question 22 Page 107 – Question 22 Page 119 – Question 22 Page 143 – Question 22</p>
<p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details</p>	<p>Page 45 – Question 21 Page 107 – Question 21</p>
<p>Written and Oral English Language Conventions The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</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><i>Sentence Structure</i></p>	
<p>1.1 Use simple and compound sentences in writing and speaking.</p>	<p>Page 33 – Questions 21, 22 Page 45 – Questions 21, 22 Page 58 – Questions 21, 22 Page 69 – Questions 21, 22 Page 81 – Questions 21, 22 Page 95 – Questions 21, 22 Page 107 – Questions 21, 22 Page 119 – Questions 21, 22 Page 131 – Questions 21, 22 Page 143 – Questions 21, 22</p>

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 4

English-Language Arts Grade 4	READ 180 Stage A rSkills Tests
1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Page 79 – Question 19 Page 80 – Question 20
<i>Grammar</i>	
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	Page 23 – Question Sample B Page 44 – Question 18 Page 56 – Questions 17, 19 Page 65 – Question 13 Page 66 – Question 14 Page 71 – Question Sample A Page 79 – Question 18 Page 85 – Question Sample B Page 106 – Question 18 Page 109 – Question Sample B Page 118 – Questions 17, 19 Page 128 – Questions 13, 14 Page 130 – Questions 18, 19 Page 142 – Questions 19, 20
<i>Punctuation</i>	
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Page 57 – Question 20 Page 118 – Question 20
<i>Spelling</i>	
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	Page 77 – Questions 12, 13 Page 140 – Questions 12, 13

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 5

English-Language Arts Grade 5	<i>READ 180</i> Stage A rSkills Tests
CALIFORNIA CONTENT STANDARDS: READING	
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.	
<i>Vocabulary and Concept Development</i>	
1.3 Understand and explain frequently used synonyms, antonyms, and homographs	Page 31 – Questions 15, 16 Page 35 – Question Sample B Page 42 – Question 13 Page 43 – Question 14 Page 47 – Question Sample B Page 65 – Question 11 Page 77 – Question 11 Page 92 – Question 14 Page 93 – Questions 15, 16 Page 104 – Questions 13, 14 Page 128 – Question 11 Page 133 – Question Sample A Page 140 – Question 11
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).	Page 30 – Questions 12, 13 Page 66 – Question 15 Page 92 – Questions 11, 12 Page 129 – Question 15
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 Literature, Kindergarten Through Grade Twelve</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.	
<i>Structural Features of Informational Materials</i>	
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	Page 25 – Question 3 Page 38 – Question 4 Page 50 – Question 4 Page 64 – Question 10 Page 74 – Question 5 Page 88 – Question 5 Page 112 – Question 4 Page 124 – Question 5 Page 136 – Question 5

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 5

English-Language Arts Grade 5	READ 180 Stage A rSkills Tests
2.2 Analyze text that is organized in sequential or chronological order.	Page 25 – Question 2 Page 26 – Question 4 Page 27 – Question 6 Page 29 – Question 9 Page 33 – Question 21 Page 37 – Question 2 Page 88 – Questions 2, 4 Page 99 – Question 2
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	Page 25 – Question 1 Page 27 – Question 5 Page 28 – Question 7 Page 37 – Question 1 Page 38 – Question 3 Page 40 – Question 1 Page 45 – Question 21 Page 49 – Question 1 Page 58 – Question 21 Page 60 – Question 1 Page 61 – Question 3 Page 63 – Question 9 Page 69 – Question 21 Page 73 – Question 2 Page 88 – Question 1 Page 95 – Question 21 Page 99 – Questions 1, 3 Page 100 – Questions 4, 5 Page 107 – Question 21 Page 123 – Question 3 Page 124 – Question 4 Page 135 – Question 3 Page 143 – Question 21
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Page 33 – Question 22 Page 41 – Question 9 Page 45 – Question 22 Page 49 – Question 2 Page 50 – Question 3 Page 61 – Question 5 Page 63 – Question 6

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 5

English-Language Arts Grade 5	READ 180 Stage A rSkills Tests
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (continued)	Page 73 – Questions 1, 3, 4 Page 76 – Question 9 Page 81 – Question 21 Page 103 – Question 10 Page 112 – Question 2 Page 119 – Question 21 Page 123 – Question 2 Page 127 – Question 10 Page 135 – Question 2 Page 136 – Question 4
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 Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Page 40 – Questions 5, 6 Page 41 – Question 9 Page 52 – Questions 6, 7 Page 53 – Question 9 Page 75 – Question 6 Page 76 – Question 7 Page 81 – Question 22 Page 90 – Questions 7, 8 Page 91 – Question 9 Page 103 – Questions 8, 9 Page 115 – Question 9 Page 138 – Question 8
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	Page 23 – Question Sample A Page 40 – Questions 7 Page 52 – Questions 7, 8 Page 53 – Question 10 Page 76 – Question 8 Page 103 – Questions 7, 10 Page 114 – Questions 6 Page 115 – Questions 7, 8 Page 121 – Question Sample A Page 138 – Questions 6, 7, 9

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 5

English-Language Arts Grade 5	READ 180 Stage A rSkills Tests
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	Page 52 – Question 5 Page 76 – Question 10 Page 115 – Question 10 Page 139 – Question 10
Writing	
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.	
<i>Organization and Focus</i>	
1.1 Create multiple-paragraph narrative compositions: <ol style="list-style-type: none"> a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 	Page 58 – Question 22 Page 69 – Question 21
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade five outlined in Writing Standard 1.0, students:	
2.1 Write narratives: <ol style="list-style-type: none"> a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 	Page 58 – Question 22 Page 69 – Question 21
2.2 Write responses to literature: <ol style="list-style-type: none"> a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 	Page 45 – Question 22 Page 81 – Question 22 Page 95 – Question 22 Page 107 – Question 22 Page 119 – Question 22 Page 143 – Question 22

READ 180 Enterprise Stage A rSkills Tests ©2005
correlated to
California Content Standards English Language Arts
Grade 5

English-Language Arts Grade 5	READ 180 Stage A rSkills Tests
Written and Oral English Language Conventions	
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.	
1.0 Written and Oral English Language Conventions	
Students write and speak with a command of standard English conventions appropriate to this grade level.	
<i>Sentence Structure</i>	
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	Page 32 – Question 17
<i>Grammar</i>	
1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.	Page 23 – Question Sample B Page 67 – Questions 17, 18, 19 Page 79 – Question 19 Page 80 – Question 20 Page 130 – Questions 17, 18, 19 Page 142 – Question 20
<i>Punctuation</i>	
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	Page 68 – Question 20 Page 130 – Question 20
<i>Capitalization</i>	
1.4 Use correct capitalization.	Page 32 – Question 20 Page 94 – Question 20
<i>Spelling</i>	
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	Page 77 – Questions 12, 13 Page 140 – Questions 12, 13