

SCHOLASTIC



**Enterprise Edition  
Stage A  
rBook Workshops**

**Correlated to  
California Standards Test Blueprint  
Grades 3, 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](http://www.scholastic.com/california)

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 1</b>            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up,</b> pp. 30-31  <b>Differentiated Support,</b> pp. 31A-31B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).  <b>1.6 Vocabulary and Concept Development:</b> Use sentence and word context to find the meaning of unknown words.  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.  <b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Distinguish the main idea and supporting details in expository text.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 1</b> (continued)            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up,</b> pp. 30-31  <b>Differentiated Support,</b> pp. 31A-31B</p>	<p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> Create a single paragraph:                a. Develop a topic sentence.                b. Include simple supporting facts and details.  <b>1.2 Penmanship:</b> Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.  <b>1.3 Grammar:</b> Identify and use past, present, and future verb tenses properly in writing and speaking.  <b>1.4 Grammar:</b> Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>
<p><b>rBook Workshop 2</b>            Social Studies Nonfiction  <b>Coming to America</b>  <b>Best Practices:</b> Sequence of Events, pp. 32C-33D  <b>Comprehension:</b> Sequence of Events  <b>Readings</b>            1. New to the U.S., pp. 34-45            2. My Journey to America, pp. 36-39</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.4 Vocabulary and Concept Development:</b> Use knowledge of antonyms, synonyms,</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p>3. A Nation of Immigrants, pp. 40-41  <b>Text Feature:</b> Reading a Circle Graph, pp. 42-43  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Antonyms, pp. 44-45  <b>Writing and Grammar:</b> Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51  <b>Functional Literacy:</b> Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53  <b>Workshop Wrap-Up,</b> pp. 54-55  <b>Differentiated Support,</b> pp. 55A-55B</p>	<p>homophones, and homographs to determine the meanings of words.  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.  <b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Distinguish the main idea and supporting details in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH</b></p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 2</b> (continued)            Social Studies Nonfiction  <b>Coming to America</b>  <b>Best Practices:</b> Sequence of Events, pp. 32C-33D  <b>Comprehension:</b> Sequence of Events  <b>Readings</b>            1. New to the U.S., pp. 34-45            2. My Journey to America, pp. 36-39            3. A Nation of Immigrants, pp. 40-41  <b>Text Feature:</b> Reading a Circle Graph, pp. 42-43  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Antonyms, pp. 44-45  <b>Writing and Grammar:</b> Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51  <b>Functional Literacy:</b> Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53  <b>Workshop Wrap-Up,</b> pp. 54-55  <b>Differentiated Support,</b> pp. 55A-55B</p>	<p><b>LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.  <b>1.3 Grammar:</b> Identify and use past, present, and future verb tenses properly in writing and speaking.  <b>1.7 Capitalization:</b> Capitalize geographical names, holidays, historical periods, and special events correctly.</p>
<p><b>rBook Workshop 3</b>            Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Decoding and Word Recognition:</b> Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.4 Vocabulary and Concept Development:</b> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.    <b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b></p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 3</b> (continued)            Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up</b>, pp. 82-83  <b>Differentiated Support</b>, pp. 83A-83B</p>	<p>Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.  <b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the speaker or narrator in a selection.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p>
<p><b>rBook Workshop 4</b>            Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Stop all Bullies!, pp. 86-87            2. Girl Fight, pp. 88-91            3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up</b>, pp. 106-107  <b>Differentiated Support</b>, pp. 107A-107B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.2 Decoding and Word Recognition:</b> Decode regular multisyllabic words.  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.6 Vocabulary and Concept Development:</b> Use sentence and word context to find the meaning of unknown words.  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents,</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 4</b> (continued)  Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>  1. Stop all Bullies!, pp. 86-87  2. Girl Fight, pp. 88-91  3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up,</b> pp. 106-107  <b>Differentiated Support,</b> pp. 107A-107B</p>	<p>chapter headings, glossaries, and indexes to locate information in text.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> Create a single paragraph:  a. Develop a topic sentence.  b. Include simple supporting facts and details.  <b>1.2 Penmanship:</b> Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.2 Grammar:</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 4</b> (continued)  Life Issues Nonfiction  <b>Bullies Beware</b></p>	<p><b>1.6 Punctuation:</b> Use commas in dates, locations, and addresses and for items in a series.  <b>1.8 Spelling:</b> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>
<p><b>rBook Workshop 5</b>  Social Studies Nonfiction  <b>Secrets of the Mummy’s Tomb</b>  <b>Best Practices:</b> Problem and Solution, pp. 108C-108D  <b>Comprehension:</b> Problem and Solution  <b>Readings</b>  1. King Tut’s Tomb, pp. 110-111  2. The Gory Art of Mummy-Making, pp. 112-115  3. Ancient Egypt: Unlocking the Past, pp. 116-117  <b>Text Feature:</b> Reading a Diagram, pp. 118-119  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Idioms, pp. 120-121  <b>Writing and Grammar:</b> Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127  <b>Functional Literacy:</b> Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129  <b>Workshop Wrap-Up</b>, pp. 130-131  <b>Differentiated Support</b>, pp. 131A-131B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.2 Decoding and Word Recognition:</b> Decode regular multisyllabic words.  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.4 Vocabulary and Concept Development:</b> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.  <b>1.6 Vocabulary and Concept Development:</b> Use sentence and word context to find the meaning of unknown words.  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-</b></p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 5</b> (continued)  Social Studies Nonfiction  <b>Secrets of the Mummy’s Tomb</b>  <b>Best Practices:</b> Problem and Solution, pp. 108C-108D  <b>Comprehension:</b> Problem and Solution  <b>Readings</b>  1. King Tut’s Tomb, pp. 110-111  2. The Gory Art of Mummy-Making, pp. 112-115  3. Ancient Egypt: Unlocking the Past, pp. 116-117  <b>Text Feature:</b> Reading a Diagram, pp. 118-119  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Idioms, pp. 120-121  <b>Writing and Grammar:</b> Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127  <b>Functional Literacy:</b> Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129  <b>Workshop Wrap-Up,</b> pp. 130-131  <b>Differentiated Support,</b> pp. 131A-131B</p>	<p><b>Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.3 Research:</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.2 Grammar:</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.  <b>1.8 Spelling:</b> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).</p>
<p><b>rBook Workshop 6</b>  Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Decoding and Word Recognition:</b> Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>Readings</b>            1. The Marble Champ, pp. 136-149            2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> 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><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.  <b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine the underlying theme or author's message in fiction and nonfiction text.  <b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.  <b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the speaker or narrator in a selection.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> Create a single paragraph:                a. Develop a topic sentence.                b. Include simple supporting facts and details.  <b>1.2 Penmanship:</b> Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.  <b>1.3 Research:</b> Understand the structure and</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 6</b> (continued)            Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. The Marble Champ, pp. 136-149            2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p>organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.2 Grammar:</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.  <b>1.4 Grammar:</b> Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>
<p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>Differentiated Support</b>, pp. 187A-187B</p>	<p>knowledge with literal information found in, and inferred from, the text.</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.</p> <p><b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.3 Research:</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p> <p><b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.2 Grammar:</b> 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><b>rBook Workshop 8</b>  Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast Readings  1. Food Fight: Chefs Vs. Kids, pp. 190-191  2. Bugs Vs. Burgers, pp. 192-195</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b></p> <p><b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><b>1.8 Vocabulary and Concept Development:</b> Use knowledge of prefixes (e.g., un-, re-, pre-,</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p>3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209  <b>Workshop Wrap-Up,</b> pp. 210-211  <b>Differentiated Support,</b> pp. 211A-211B</p>	<p>bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.  <b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Extract appropriate and significant information from the text, including problems and solutions.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.5 Punctuation:</b> Punctuate dates, city and state, and titles of books correctly.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.3 Decoding and Word Recognition:</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <b>1.7 Vocabulary and Concept Development:</b> Use a dictionary to learn the meaning and other features of unknown words.  <b>1.8 Vocabulary and Concept Development:</b> 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><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Demonstrate comprehension by identifying answers in the text.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> Recall major points in the text and make and modify predictions about forthcoming information.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.  <b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> Determine the underlying theme or author's message in fiction and</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 3**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 3</b>
<p><b>rBook Workshop 9</b> (continued)  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p>nonfiction text.  <b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.  <b>3.6 Narrative Analysis of Grade-Level-Appropriate Text:</b> Identify the speaker or narrator in a selection.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.3 Research:</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).  <b>1.4 Evaluation and Revision:</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.  <b>1.3 Grammar:</b> Identify and use past, present, and future verb tenses properly in writing and speaking.  <b>1.4 Grammar:</b> Identify and use subjects and verbs correctly in speaking and writing simple sentences.  <b>1.9 Spelling:</b> Arrange words in alphabetic order.</p>

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

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

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

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

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p><b>Text Feature:</b> Reading a Circle Graph, pp. 42-43</p> <p><b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Antonyms, pp. 44-45</p> <p><b>Writing and Grammar:</b> Narrative Paragraph, Correcting Sentence Fragments, Using Capitals, pp. 46-51</p> <p><b>Functional Literacy:</b> Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53</p> <p><b>Workshop Wrap-Up,</b> pp. 54-55</p> <p><b>Differentiated Support,</b> pp. 55A-55B</p>	<p>the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b></p> <p><b>2.1 Structural Features of Informational Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.</p> <p><b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.1 Organization and Focus:</b> select a focus,</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)  <b>rBook Workshop 2</b>            Social Studies Nonfiction  <b>Coming to America</b></p>	<p>an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 3</b>            Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.  <b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.  <b>3.0 LITERARY RESPONSE AND</b></p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)  <b>rBook Workshop 3</b>  Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main events of the plot, their causes, and the influence of each event on future actions.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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

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

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

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

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>Commas With Introductory Words, pp. 122-127  <b>Functional Literacy:</b> Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129  <b>Workshop Wrap-Up</b>, pp. 130-131  <b>Differentiated Support</b>, pp. 131A-131B</p>	<p>comprehension.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p><b>rBook Workshop 6</b>            Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. The Marble Champ, pp. 136-149            2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.6 Vocabulary and Concept Development:</b> distinguish and interpret multiple meaning words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main events of the plot, their causes, and the influence of each event on future actions.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.  <b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)  <b>rBook Workshop 6</b>  Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. The Marble Champ, pp. 136-149  2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.4 Punctuation:</b> use parentheses, commas in direct quotations, apostrophes in the possessive case of nouns and in contractions.  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.2 Organization and Focus:</b> create multiple-paragraph compositions that</p> <ol style="list-style-type: none"> <li>1) provide an introductory paragraph.</li> <li>2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>3) include supporting paragraphs with simple facts, details, and explanations.</li> <li>4) conclude with a paragraph that summarizes the points.</li> <li>5) use correct indentation.</li> </ol> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187  <b>Differentiated Support,</b> pp. 187A-187B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.  <b>1.6 Vocabulary and Concept Development:</b> distinguish and interpret multiple meaning words.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  <b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)</p> <p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187</p>	<p>based upon purpose, audience, length, and format requirements.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p><b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.</p> <p><b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).</p> <p><b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p><b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 8</b>            Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross</b>  <b>Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. Food Fight: Chefs Vs. Kids, pp. 190-191            2. Bugs Vs. Burgers, pp. 192-195            3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b></p> <p><b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p> <p><b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>1.4 Vocabulary and Concept Development:</b> know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.1 Structural Features of Informational</b></p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p><b>Workshop Wrap-Up</b>, pp. 210-211  <b>Differentiated Support</b>, pp. 211A-211B</p>	<p><b>Materials:</b> identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.2 Sentence Structure:</b> combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><b>1.5 Punctuation:</b> use underlining, quotations marks, or italics to identify titles of documents.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)</p> <p><b>rBook Workshop 8</b>  Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross</b>  <b>Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>  1. Food Fight: Chefs Vs. Kids, pp. 190-191  2. Bugs Vs. Burgers, pp. 192-195  3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209  <b>Workshop Wrap-Up,</b> pp. 210-211  <b>Differentiated Support,</b> pp. 211A-211B</p>	<p><b>1.7 Spelling:</b> spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  <b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.8 Research and Technology:</b> understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>
<p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.  <b>1.2 Vocabulary and Concept Development:</b> apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><b>2.0 READING COMPREHENSION:</b>  <b>2.2 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use appropriate strategies when reading for different purposes (e.g., full comprehension, location of</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p>information, personal enjoyment).</p> <p><b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.1 Sentence Structure:</b> use simple and compound sentences in writing and speaking.</p> <p><b>1.2 Sentence Structure:</b> combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p><b>1.3 Grammar:</b> identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p><b>1.6 Capitalization:</b> capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.1 Organization and Focus:</b> select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and</p>

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

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 4</b>
<p>(continued)</p> <p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p>format requirements.</p> <p><b>1.3 Organization and Focus:</b> use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).  <b>1.4 Penmanship:</b> write fluidly and legibly in cursive or joined italic.  <b>1.6 Research and Technology:</b> locate information in reference texts by using organizational features (e.g., prefaces, appendices).  <b>1.10 Evaluation and Revision:</b> edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p><b>rBook Workshop 1</b>            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up,</b> pp. 30-31  <b>Differentiated Support,</b> pp. 31A-31B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> understand and explain the figurative and metaphorical use of words in context.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  <b>2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)</p> <p><b>rBook Workshop 1</b>            Science Nonfiction  <b>Fires Out of Control</b>  <b>Best Practices:</b> Main Idea and Details, pp. 8C-8D  <b>Comprehension:</b> Main Idea and Details  <b>Readings</b>            1. I Survived the Yellowstone Fire, pp. 10-11            2. Smoke Jumpers, pp. 12-15            3. Up in Flames, pp. 16-17  <b>Text Feature:</b> Reading a Diagram, pp. 18-19  <b>Vocabulary/Word Study:</b> Target Vocabulary, Prefixes, Suffixes, pp. 20-21  <b>Writing and Grammar:</b> Expository Paragraph, Identifying Sentences and Fragments, Using End Punctuation, pp. 22-27  <b>Functional Literacy:</b> Careers: Firefighter, Real-World Skills: Using a Fire Evacuation Map, pp. 28-29  <b>Workshop Wrap-Up</b>, pp. 30-31  <b>Differentiated Support</b>, pp. 31A-31B</p>	<p><b>1.1 Sentence Structure:</b> identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.2 Organization and Focus:</b> create multiple-paragraph expository compositions</p> <ol style="list-style-type: none"> <li>1) establish a topic, important ideas, or events in sequence or chronological order</li> <li>2) provide details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>3) offer a concluding paragraph that summarizes important ideas and details</li> </ol> <p><b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 2</b>            Social Studies Nonfiction  <b>Coming to America</b>  <b>Best Practices:</b> Sequence of Events, pp. 32C-33D  <b>Comprehension:</b> Sequence of Events  <b>Readings</b>            1. New to the U.S., pp. 34-45            2. My Journey to America, pp. 36-39            3. A Nation of Immigrants, pp. 40-41  <b>Text Feature:</b> Reading a Circle Graph, pp. 42-43  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Antonyms, pp. 44-45  <b>Writing and Grammar:</b> Narrative Paragraph,</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.3 Vocabulary and Concept Development:</b> understand and explain frequently used synonyms, antonyms and homographs.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational</b></p>

*READ 180 Enterprise Stage A, ©2005*  
 correlated to  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>Correcting Sentence Fragments, Using Capitals, pp. 46-51  <b>Functional Literacy:</b> Careers: Airport Security Worker, Real-World Skills: Reading Flight Schedules, pp. 52-53  <b>Workshop Wrap-Up</b>, pp. 54-55  <b>Differentiated Support</b>, pp. 55A-55B</p>	<p><b>Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p><b>2.2 Structural Features of Informational Materials:</b> analyze text that is organized in sequential or chronological order.</p> <p><b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.1 Structural Features of Literature:</b> 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><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.1 Sentence Structure:</b> identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p><b>1.4 Capitalization:</b> use correct capitalization.</p> <p><b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.1 Organization and Focus:</b> create multiple-paragraph narrative compositions</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)  <b>rBook Workshop 2</b>            Social Studies Nonfiction  <b>Coming to America</b></p>	<p>1) establish and develop a situation or plot            2) describe the setting            3) present an ending  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 3</b>            Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.  <b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main problem or conflict of the plot and how it is resolved.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> contrast the actions,</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)</p> <p><b>rBook Workshop 3</b>  Literature  <b>Bud, Not Buddy</b>  <b>Best Practices:</b> Setting, pp. 56C-56D  <b>Best Practices:</b> Plot, pp. 56E-56F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. Bud’s Breakfast, pp. 60-71  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Word Families, pp. 72-73  <b>Writing and Grammar:</b> Literature Response, Correcting Run-On Sentences, Using Correct Word Order, pp. 74-79  <b>Functional Literacy:</b> Meet the Author: Christopher Paul Curtis, Real-World Skills: Evaluating a Book Review, pp. 80-81  <b>Workshop Wrap-Up,</b> pp. 82-83  <b>Differentiated Support,</b> pp. 83A-83B</p>	<p>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><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 4</b>  Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>  1. Stop all Bullies!, pp. 86-87  2. Girl Fight, pp. 88-91  3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up,</b> pp. 106-107  <b>Differentiated Support,</b> pp. 107A-107B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  <b>2.2 Structural Features of Informational Materials:</b> analyze text that is organized in sequential or chronological order.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)  <b>rBook Workshop 4</b>            Life Issues Nonfiction  <b>Bullies Beware</b>  <b>Best Practices:</b> Summarize, pp. 84C-84D  <b>Comprehension:</b> Summarize  <b>Readings</b>            1. Stop all Bullies!, pp. 86-87            2. Girl Fight, pp. 88-91            3. Bullying: Get the Facts, pp. 92-93  <b>Text Feature:</b> Reading a Bar Graph, pp. 94-95  <b>Vocabulary/Word Study:</b> Target Vocabulary, Context Clues, Compound Words, pp. 96-97  <b>Writing and Grammar:</b> Expository Summary, Using Correct Verb Tense, Using Commas in a Series, pp. 98-103  <b>Functional Literacy:</b> Careers: Police Officer, Real-World Skills: Using a Street Map, pp. 104-105  <b>Workshop Wrap-Up,</b> pp. 106-107  <b>Differentiated Support,</b> pp. 107A-107B</p>	<p>support them with textual evidence and prior knowledge.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.2 Grammar:</b> identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.2 Organization and Focus:</b> create multiple-paragraph expository compositions</p> <ol style="list-style-type: none"> <li>1) establish a topic, important ideas, or events in sequence or chronological order</li> <li>2) provide details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>3) offer a concluding paragraph that summarizes important ideas and details</li> </ol> <p><b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p><b>rBook Workshop 5</b>  Social Studies Nonfiction  <b>Secrets of the Mummy’s Tomb</b>  <b>Best Practices:</b> Problem and Solution, pp. 108C-108D  <b>Comprehension:</b> Problem and Solution  <b>Readings</b>  1. King Tut’s Tomb, pp. 110-111  2. The Gory Art of Mummy-Making, pp. 112-115  3. Ancient Egypt: Unlocking the Past, pp. 116-117  <b>Text Feature:</b> Reading a Diagram, pp. 118-119  <b>Vocabulary/Word Study:</b> Target Vocabulary, Homophones, Idioms, pp. 120-121  <b>Writing and Grammar:</b> Persuasive Paragraph, Using Irregular Verbs, Using Commas With Introductory Words, pp. 122-127  <b>Functional Literacy:</b> Careers: Construction Worker, Real-World Skills: Interpreting a Floor Plan, pp. 128-129  <b>Workshop Wrap-Up,</b> pp. 130-131  <b>Differentiated Support,</b> pp. 131A-131B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> understand and explain the figurative and metaphorical use of words in context.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.2 Grammar:</b> identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.  <b>1.4 Capitalization:</b> use correct capitalization.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)  <b>rBook Workshop 5</b>            Social Studies Nonfiction  <b>Secrets of the Mummy’s Tomb</b></p>	<p><b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 6</b>            Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>            1. The Marble Champ, pp. 136-149            2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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.  <b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the main problem or conflict of the plot and how it is resolved.  <b>3.3 Narrative Analysis of Grade-Level-</b></p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)  <b>rBook Workshop 6</b>  Literature  <b>Good Sports</b>  <b>Best Practices:</b> Character, pp. 132C-132D  <b>Best Practices:</b> Theme, pp. 132E-132F  <b>Comprehension:</b> Story Elements  <b>Readings</b>  1. The Marble Champ, pp. 136-149  2. S-T-R-E-T-C-H, pp. 150-151  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Word Families, pp. 152-153  <b>Writing and Grammar:</b> Literature Review, Subject-Verb Agreement, Using Possessives, pp. 154-159  <b>Functional Literacy:</b> Meet the Author: Gary Soto, Real-World Skills: Reading an Author Home Page, pp. 160-161  <b>Workshop Wrap-Up,</b> pp. 162-163  <b>Differentiated Support,</b> pp. 163A-163B</p>	<p><b>Appropriate Text:</b> 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><b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> 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><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p><b>3.7 Literary Criticism:</b> 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><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.2 Organization and Focus:</b> create multiple-paragraph expository compositions</p> <ol style="list-style-type: none"> <li>1) establish a topic, important ideas, or events in sequence or chronological order</li> <li>2) provide details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>3) offer a concluding paragraph that summarizes important ideas and details</li> </ol> <p><b>1.3 Research and Technology:</b> use</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)  <b>rBook Workshop 6</b>            Literature  <b>Good Sports</b></p>	<p>organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187  <b>Differentiated Support,</b> pp. 187A-187B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> understand and explain the figurative and metaphorical use of words in context.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)</p> <p><b>rBook Workshop 7</b>            Science Nonfiction  <b>Taming Wild Beasts</b>  <b>Best Practices:</b> Cause and Effect, pp. 164C-164D  <b>Comprehension:</b> Cause and Effect  <b>Readings</b>            1. Pet Tiger Attack, pp. 166-167            2. Wild Pets, pp. 168-169            3. Zoos Go Wild!, pp. 172-173  <b>Text Feature:</b> Reading a Map, pp. 174-175  <b>Vocabulary/Word Study:</b> Target Vocabulary, Multiple-Meaning Words, Verb Endings, pp. 176-177  <b>Writing and Grammar:</b> Narrative Paragraph, Using Subject and Object Pronouns, Avoiding Double Negatives, pp. 178-183  <b>Functional Literacy:</b> Careers: Veterinary Technician, Real-World Skills: Following Pet Care Directions, pp. 184-185  <b>Workshop Wrap-Up,</b> pp. 186-187</p>	<p>forms chosen by an author for a specific purpose.</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> create multiple-paragraph narrative compositions            1) establish and develop a situation or plot            2) describe the setting            3) present an ending  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>rBook Workshop 8</b>            Life Issues Nonfiction  <b>Food: The Good, the Bad, and the Gross</b>  <b>Best Practices:</b> Compare and Contrast, pp. 188C-188D  <b>Comprehension:</b> Compare and Contrast  <b>Readings</b>            1. Food Fight: Chefs Vs. Kids, pp. 190-191            2. Bugs Vs. Burgers, pp. 192-195            3. You Are What You Eat, pp. 196-198  <b>Text Feature:</b> Reading a Diagram, p. 199  <b>Vocabulary/Word Study:</b> Target Vocabulary, Synonyms, Suffixes, pp. 200-201  <b>Writing and Grammar:</b> Descriptive Paragraph, Using Adjectives that Compare, Using Quotation Marks, pp. 202-207  <b>Functional Literacy:</b> Careers: Coach, Real-World Skills: Analyzing a Nutrition Label, pp. 208-209</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.3 Vocabulary and Concept Development:</b> understand and explain frequently used synonyms, antonyms and homographs.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.1 Structural Features of Informational Materials:</b> understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p>

*READ 180 Enterprise Stage A, ©2005*  
 correlated to  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p><b>Workshop Wrap-Up</b>, pp. 210-211  <b>Differentiated Support</b>, pp. 211A-211B</p>	<p><b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p><b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b></p> <p><b>3.1 Structural Features of Literature:</b> 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><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b></p> <p><b>1.3 Punctuation:</b> 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><b>1.4 Capitalization:</b> use correct capitalization.</p> <p><b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b></p> <p><b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p><b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b>  <b>1.1 Word Recognition:</b> read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.  <b>1.5 Vocabulary and Concept Development:</b> understand and explain the figurative and metaphorical use of words in context.</p> <p><b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):</b>  <b>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:</b> draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <b>2.5 Expository Critique:</b> distinguish facts, supported inferences, and opinions in text.</p> <p><b>3.0 LITERARY RESPONSE AND ANALYSIS:</b>  <b>3.1 Structural Features of Literature:</b> 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.  <b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> 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.  <b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.</p>

**READ 180 Enterprise Stage A, ©2005**  
**correlated to**  
**California Standards Test Blueprint**  
**Grade 5**

<b>rBook Teacher’s Edition Stage A</b>	<b>California Standards Test Blueprint Grade 5</b>
<p>(continued)</p> <p><b>rBook Workshop 9</b>  Nonfiction and Literature  <b>No Small Hero</b>  <b>Best Practices:</b> Make Inferences, pp. 212C-212D  <b>Comprehension:</b> Make Inferences  <b>Readings</b>  1. Ruby Bridges, pp. 214-215  2. Through My Eyes, pp. 216-223  <b>Text Feature:</b> Reading a Time Line, pp. 224-225  3. Life Doesn’t Frighten Me, pp. 226-227  <b>Vocabulary/Word Study:</b> Target Vocabulary, Noun Endings, Using a Dictionary, pp. 228-229  <b>Writing and Grammar:</b> Personal Narrative, Using Adverbs, Correcting Sentence Fragments, pp. 230-235  <b>Functional Literacy:</b> Meet the Author: Ruby Bridges, Real-World Skills: Reading a News Web Site, pp. 236-237  <b>Workshop Wrap-Up,</b> pp. 238-239  <b>Differentiated Support,</b> pp. 239A-239B</p>	<p><b>3.5 Narrative Analysis of Grade-Level-Appropriate Text:</b> describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p><b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:</b>  <b>1.1 Sentence Structure:</b> identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.  <b>1.4 Capitalization:</b> use correct capitalization.  <b>1.5 Spelling:</b> spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p><b>1.0 WRITING STRATEGIES:</b>  <b>1.1 Organization and Focus:</b> create multiple-paragraph narrative compositions  1) establish and develop a situation or plot  2) describe the setting  3) present an ending  <b>1.3 Research and Technology:</b> use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.  <b>1.6 Evaluation and Revision:</b> edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>