

READ 180 Enterprise Stage A ©2005
correlated to
Colorado Model Content Standards Reading
Grade 4

Model Content Standards Reading and Writing Grade 4	<i>READ 180</i> Stage A
Reading and Writing	
<ol style="list-style-type: none"> 1. Students read and understand a variety of materials. 2. Students write and speak for a variety of purposes and audiences. 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. 5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. 6. Students read and recognize literature as a record of human experience. 	
STANDARD 1: Students read and understand a variety of materials.	
In order to meet this standard, students will	
<ul style="list-style-type: none"> • use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; 	<p>rBook Teacher's Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 84C-84D, 108C-108D, 132C-132D, 132E-132F, 164C-164D, 188C-188D, 212C-212D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Paperbacks Teaching Resources: Level 1: 11-20; Level 2: 21-30; Level 3: 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300-301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lesson 27 Important and Unimportant Details: 314; Lesson 32 Make Predictions: 319; Lesson 33 Identify Point of View: 320; Lesson 34 Identify Author's Purpose: 321; Lesson 35 Fact and Opinion:</p>

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<ul style="list-style-type: none"> • use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; (continued) 	<p>322; Lesson 36 Identify Bias: 323; Lesson 37 Read Instructions: 324; Lesson 38 Read Content-Area Text: 325; Lesson 41 Read Electronic Text: 328; Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330; Lesson 44 Read Across Texts: 331</p>
<ul style="list-style-type: none"> • make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it; 	<p>rBook Teacher's Edition:</p> <p>Reinforce Background and Language: 8K, 32K, 56M, 84K, 108K, 132M, 164K, 184K, 212K</p> <p>Coaching Notes: 14, 36, 42, 43, 89, 94, 119, 169, 198</p> <p>Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Comprehension: Make connections: 11, 35, 167, 216; Read across texts: 14, 36, 43, 89, 119, 169, 198, 227</p> <p>Paperbacks Teaching Resources: <i>The Revenge of the Fireflies</i>, p. 14; <i>The Torch Runner</i>, p. 18; <i>Twin Talk: Advice from a TV Talk Show</i>, p. 20; <i>Finding the Titanic</i>, p. 22; <i>Navajo Long Walk</i>, p. 24; <i>Who's That Girl?</i> p. 30; <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i>, p. 31; <i>David Copperfield</i>, p. 32; <i>How Tía Lola Came to [Visit] Stay</i>, p. 34; <i>It Came From Ohio! My Life as a Writer</i>, p. 35; <i>Riding Freedom</i>, p. 36; <i>Shoebag</i>, p. 38; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>, p. 39; <i>With Friends Like These, Who Needs Enemies?</i> P. 40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 44: 331</p>

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<ul style="list-style-type: none"> • adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; 	<p>rBook Teacher’s Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 84C-84D, 108C-108D, 132C-132D, 132E-132F, 164C-164D, 188C-188D, 212C-212D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Paperbacks Teaching Resources: Level 1: 11-20; Level 2: 21-30; Level 3: 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lesson 28 Skim and Scan: 315; Lesson 29 Take Notes: 316; Lesson 30 Mark Up Text: 317; Lesson 31 Self-Monitoring Strategies: 318</p>
<ul style="list-style-type: none"> • use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and 	<p>rBook Teacher’s Edition: Coaching Notes: 13, 16, 19, 44, 45, 86, 90, 93, 96, 119, 121, 170, 190, 214, 223 Vocabulary/Word Study: 44, 45, 96, 97, 120, 121, 200, 201 Workshop Wrap-Up: 55, 107, 131, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:</p>

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<ul style="list-style-type: none"> • use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and (continued) 	<p>Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (practice using synonyms in place of “tired words”): 28; Act Out Idioms (game to practice idiom): 67</p>
<ul style="list-style-type: none"> • use information from their reading to increase vocabulary and enhance language usage. 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Lesson Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275</p>

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<p>RATIONALE: <i>The goal for students at all levels is that they know and can use strategies—various ways of unlocking the meaning of words and larger blocks of text--to become successful readers. The strategies are applied in increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts, both assigned and student selected, provides experience in gaining information and pleasure from diverse forms and perspectives.</i></p> <p>Note: A reference list of sources of book lists can be found at the end of the Reading and Writing Standards. None of these book lists have been endorsed by the Colorado State Board of Education.</p>	
<p>GRADES K-4 In grades K-4, what the students know and are able to do includes</p>	
<ul style="list-style-type: none"> • using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories. 	<p>rBook Teacher’s Edition: Best Practices: 8C-8D, 32C-32D, 56C-56D, 56E-56F, 84C-84D, 108C-108D, 132C-132D, 132E-132F, 164C-164D, 188C-188D, 212C-212D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>Paperbacks Teaching Resources: Level 1: 11-20; Level 2: 21-30; Level 3: 31-40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300-301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lesson 27 Important and Unimportant Details: 314; Lesson 32 Make Predictions: 319; Lesson 33 Identify Point of View: 320; Lesson 34 Identify Author’s</p>

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<ul style="list-style-type: none"> • using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories. (continued) 	Purpose: 321; Lesson 35 Fact and Opinion: 322; Lesson 36 Identify Bias: 323; Lesson 37 Read Instructions: 324; Lesson 38 Read Content-Area Text: 325; Lesson 41 Read Electronic Text: 328; Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330; Lesson 44 Read Across Texts: 331
STANDARD 2: Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will	
<ul style="list-style-type: none"> • write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading; 	rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 176-177, 202-207, 230-235 rBook Writing Handbook: 249-253 Red Routine 6: The Writing Process, pp. T82-T83 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-68; Expository Writing: 69-93; Persuasive Writing: 94-113; Functional Writing: 114-133; Poetry: 134-138; Research: 139-150
<ul style="list-style-type: none"> • write and speak for audiences such as peers, teachers, and the community; 	rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 176-177, 202-207, 230-235 rBook Writing Handbook: 249-253 Red Routine 6: The Writing Process, pp. T82-T83 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-68; Expository Writing: 69-93; Persuasive Writing: 94-113; Functional Writing: 114-133; Poetry: 134-138; Research: 139-150
<ul style="list-style-type: none"> • plan, draft, revise, proofread, and edit written communications; 	rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 176-177, 202-207, 230-235

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<ul style="list-style-type: none"> • plan, draft, revise, proofread, and edit written communications; (continued) 	<p>rBook Writing Handbook: 249-253 Red Routine 6: The Writing Process, pp. T82-T83</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-68; Expository Writing: 69-93; Persuasive Writing: 94-113; Functional Writing: 114-133; Poetry: 134-138; Research: 139-150</p>
<ul style="list-style-type: none"> • use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning; 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 202-207, 230-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24; Lesson 4 Fantasy: 29; Lesson 5 Biographical Narrative: 34; Lesson 6 Narrative Composition: 39; Descriptive Writing, Lesson 7 Describing a Person: 44; Lesson 8 Describing a Setting: 49; Lesson 9 Compare-and-Contrast Paragraph: 54; Lesson 10 Character Sketch: 59; Lesson 11 Descriptive Composition: 64; Poetry, Lesson 25 Rhyming Poem: 134</p>
<ul style="list-style-type: none"> • organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 98-103, 178-183, 202-207, 230-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24; Lesson 4 Fantasy: 29; Lesson 5 Biographical Narrative: 34; Lesson 6 Narrative Composition: 39; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16: 89</p>

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<ul style="list-style-type: none"> • use handwriting and at the most appropriate time, word processing to produce a product that is legible. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 79, 103, 127, 159, 183, 207, 235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 19, 24, 29, 34, 39; Descriptive Writing: 44, 49, 54, 59, 64; Expository Writing: 69, 74, 79, 84, 89; Persuasive Writing: 94, 99, 104, 109; Functional Writing: 114, 119, 124, 129; Poetry: 134; Research: 139, 141, 144, 147</p>
<p>RATIONALE: <i>Writing and speaking are essential tools for learning, for success in the workplace, and for responsible citizenship. Developing a range of writing and speaking abilities requires extensive study, practice, and thinking. Students need frequent opportunities to write and speak for different audiences and purposes, and they need to be able to communicate expressively, informatively, and analytically. Growth in writing and speaking abilities occurs by applying skills to increasingly challenging communication tasks.</i></p>	
<p>GRADES K-4 In grades K-4, what students know and are able to do includes</p>	
<ul style="list-style-type: none"> • generating topics and developing ideas for a variety of writing and speaking purposes (<i>for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation</i>); 	<p>rBook Teacher’s Edition: Writing and Grammar: 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 19, 24, 29, 34, 39; Descriptive Writing: 44, 49, 54, 59, 64; Expository Writing: 69, 74, 79, 84, 89; Persuasive Writing: 94, 99, 104, 109; Functional Writing: 114, 119, 124, 129; Poetry: 134; Research: 139, 141, 144, 147</p>
<ul style="list-style-type: none"> • organizing their speaking and writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 19, 24, 29, 34, 39; Descriptive Writing: 44, 49, 54, 59, 64; Expository Writing: 69, 74, 79, 84, 89;</p>

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• organizing their speaking and writing; (continued)	Persuasive Writing: 94, 99, 104, 109; Functional Writing: 114, 119, 124, 129; Poetry: 134; Research: 139, 141, 144, 147
• choosing vocabulary that communicates their messages clearly and precisely;	rBook Teacher’s Edition: Writing and Grammar: 122-127, 154-159 rBook Writing Handbook: 249-250 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20, Persuasive Composition: 109-113
• revising and editing speech and writing; and	rBook Teacher’s Edition: Writing and Grammar: 25, 26, 27, 49, 50, 51, 77, 78, 79, 101, 102, 103, 125, 126, 127, 157, 158, 159, 181, 182, 183, 205, 206, 207, 233, 234, 235
• creating readable documents with legible handwriting or word processing at the appropriate time.	rBook Teacher’s Edition: Writing and Grammar: 27, 51, 79, 103, 127, 159, 183, 207, 235 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 19, 24, 29, 34, 39; Descriptive Writing: 44, 49, 54, 59, 64; Expository Writing: 69, 74, 79, 84, 89; Persuasive Writing: 94, 99, 104, 109; Functional Writing: 114, 119, 124, 129; Poetry: 134; Research: 139, 141, 144, 147
STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, students will	
• know and use correct grammar in speaking and writing;	rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 102, 126, 158, 182, 183, 206, 234, 235 rBook Writing Handbook: 251-252

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<ul style="list-style-type: none"> • know and use correct grammar in speaking and writing; (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203</p>
<ul style="list-style-type: none"> • apply correct usage in speaking and writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 102, 126, 158, 182, 183, 206, 234, 235 rBook Writing Handbook: 251-252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main</p>

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<ul style="list-style-type: none"> • apply correct usage in speaking and writing; (continued) 	<p>and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 25 Correcting Sentence Fragments: 202-203</p>
<ul style="list-style-type: none"> • use correct sentence structure in writing; and 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<ul style="list-style-type: none"> • demonstrate correct punctuation, capitalization, and spelling. 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 103, 127, 159, 207 rBook Writing Handbook: 252-253</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p>

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<ul style="list-style-type: none"> • demonstrate correct punctuation, capitalization, and spelling. (continued) 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163; Lesson 22 Contractions: 196-197; Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<p>RATIONALE: <i>Students need to know and be able to use standard English. Proficiency in this standard plays an important role in how the writer or speaker is understood and perceived. All skills in this standard are reinforced and practiced at all grade levels and should be monitored by both the teacher and student to develop lifelong learning skills.</i></p>	
<p>GRADES K-4 In grades K-4, what the students know and are able to do includes</p>	
<ul style="list-style-type: none"> • knowing and using subject/verb agreement; 	<p>rBook Teacher’s Edition: Writing and Grammar: 158 rBook Writing Handbook: 251</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 13 Subject-Verb Agreement: 178-179</p>
<ul style="list-style-type: none"> • knowing and using correct modifiers; 	<p>rBook Teacher’s Edition: Writing and Grammar: 206, 234 rBook Writing Handbook: 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195</p>
<ul style="list-style-type: none"> • knowing and using correct capitalization, punctuation, and abbreviations; and 	<p>rBook Teacher’s Edition: Writing and Grammar: 27, 51, 103, 127, 159, 207 rBook Writing Handbook: 252-253</p>

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<ul style="list-style-type: none"> • knowing and using correct capitalization, punctuation, and abbreviations; and (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words: 228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5 Common and Proper Nouns: 162-163; Lesson 22 Contractions: 196-197; Lesson 24 Commas With Introductory Words: 200-201; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<ul style="list-style-type: none"> • spelling frequently used words correctly using phonics rules and exceptions. 	<p>rBook Teacher’s Edition: Coaching Notes: 20, 21, 73, 153, 201 Vocabulary/Word Study: 20, 21, 72, 73, 152, 153, 200, 201 Workshop Wrap-Up: 31, 83, 163, 211</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Phonics and Syllabication, Lesson 5 Vowel /ā/ ai, ay, eigh, ey, ea: 53, 54, 55; Lesson 6 Vowel /ē/ ea, ee, e, y, ey: 56, 57, 58; Lesson 7 Vowel /ō/ o, oa, ow: 59, 60, 61; Lesson 8 Vowel /ī/ i, igh, y ie: 62, 63, 64; Lesson 13 Words With /ōō/ oo, oue, ew, ough, ou: 77, 78, 79; Lesson 14 Vowel /ô/ a, au, aw, o: 80, 81, 82; Lesson 15 Vowel /e/ ea, ai, a: 83, 84, 85; Lesson 16 Vowel /u/ a, o, ou: 86, 87, 88; Lesson 17 Diphthong /ou/ ou, ow: 89, 90, 91; Lesson 18 Diphthong /oi/ oi, oy: 92, 93, 94; Lesson 19 Words With /öö/ oo, o, u, ou: 95, 96, 97; Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>

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Model Content Standards Reading and Writing Grade 4	<i>READ 180 Stage A</i>
<p>STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing; 	<p>rBook Teacher’s Edition: Coaching Notes: 17, 40, 42, 94, 110 Functional Literacy: 52, 81, 104 Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 5 Repeated Timed Reading: 180-183; Resources: 184-192; Comprehension, Lessons 17-18 Draw Conclusions: 304, 305; Lesson 35 Fact and Opinion: 322; Lesson 36 Identify Bias: 323</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Model: We Need Bike Paths!: 95; Lesson 18 Model: Thumbs Up for Star Wars: The Phantom Menace: 100; Lesson 19 Model: Let Students Use the Gym After School!: 105; Lesson 20 Model: Let’s Build a Park!: 110-111</p>
<ul style="list-style-type: none"> • use reading, writing, speaking, listening, and viewing to define and solve problems; 	<p>rBook Teacher’s Edition: Best Practices: 108C-108D Functional Literacy: 128-129 Readings: 110-111, 112-115, 116-119 Vocabulary/Word Study: 120-121 Workshop Wrap-Up: 130-131 Writing and Grammar: 122-127</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 13-14 Problem and Solution: 300-301</p>

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<ul style="list-style-type: none"> • recognize, express, and defend points of view orally and in writing; 	<p>rBook Teacher’s Edition: Best Practices: 108C-108D Functional Literacy: 128-129 Readings: 110-111, 112-115, 116-119 Vocabulary/Word Study: 120-121 Workshop Wrap-Up: 130-131 Writing and Grammar: 122-127</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 13-14 Problem and Solution: 300-301</p>
<ul style="list-style-type: none"> • identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and 	<p>rBook Teacher’s Edition: Best Practices: 32C-32D, 212C-212D Functional Literacy: 52-53, 236-237 Readings: 34-35, 36-39, 40-43, 214-215, 216-225, 226-227 Vocabulary/Word Study: 44-45, 228-229 Workshop Wrap-Up: 54-55, 238-239 Writing and Grammar: 46-51, 230-235</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 34 Identify Author’s Purpose: 321</p>
<ul style="list-style-type: none"> • evaluate the reliability, accuracy, and relevancy of information. 	<p>Paperbacks Teaching Resources: <i>Finding the Titanic:</i> p. 24</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
<p>RATIONALE: <i>Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author’s, speaker’s, or director’s purpose and perspectives, students practice and improve their higher-level thinking skills. Students need to recognize and evaluate different points of view and to follow a line of reasoning to its logical conclusion. Students need to think about their writing and reading skills and work toward improvement.</i></p>	
<p>GRADES K-4 In grades K-4, what students know and are able to do includes</p>	

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<ul style="list-style-type: none"> • recognizing an author's point of view; 	<p>rBook Teacher's Edition: Best Practices: 108C-108D Functional Literacy: 128-129 Readings: 110-111, 112-115, 116-119 Vocabulary/Word Study: 120-121 Workshop Wrap-Up: 130-131 Writing and Grammar: 122-127</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 34 Identify Author's Purpose: 321</p>
<ul style="list-style-type: none"> • predicting and drawing conclusions about stories; 	<p>rBook Teacher's Edition: Best Practices: 56D Coaching Notes: 193, 198, 217 Readings: 60-71 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>The Story of a Flea and His Dog</i>, p. 17; <i>Cockroach Cooties</i>, p. 21; <i>Little Monster</i>, p. 23; <i>Ricky Ricotta's Mighty Robot vs. The Mecha-Monkeys From Mars</i>, p. 25; <i>Take the Court</i>, p. 28; <i>Who's That Girl?</i> p. 30</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 17-18 Draw Conclusions: 304-305; Lesson 32 Make Predictions: 319</p>
<ul style="list-style-type: none"> • differentiating between fact and opinion in written and spoken forms; 	<p>rBook Teacher's Edition: Functional Literacy: 52, 81, 104 Readings: 110-111, 112-115, 116-119, 223</p> <p>RDI 1 Resources for Differentiated</p>

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<ul style="list-style-type: none"> • differentiating between fact and opinion in written and spoken forms; (continued) 	<p>Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Fact and Opinion: 322; Lesson 36 Identify Bias: 323</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Persuasive Writing, Lesson 17 Model: We Need Bike Paths!: 95; Lesson 18 Model: Thumbs Up for Star Wars: The Phantom Menace: 100; Lesson 19 Model: Let Students Use the Gym After School!: 105; Lesson 20 Model: Let's Build a Park!: 110-111</p>
<ul style="list-style-type: none"> • using reading, writing, speaking, and listening to define and solve problems; 	<p>rBook Teacher's Edition: Best Practices: 108C-108D Functional Literacy: 128-129 Readings: 110-111, 112-115, 116-119 Vocabulary/Word Study: 120-121 Workshop Wrap-Up: 130-131 Writing and Grammar: 122-127</p>
<ul style="list-style-type: none"> • responding to written and oral presentations as a reader, listener, and articulate speaker; 	<p>rBook Teacher's Edition: Writing and Grammar: 27, 51, 79, 103, 127, 159, 183, 207, 235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14, 19, 24, 29, 34, 39; Descriptive Writing: 44, 49, 54, 59, 64; Expository Writing: 69, 74, 79, 84, 89; Persuasive Writing: 94, 99, 104, 109; Functional Writing: 114, 119, 124, 129; Poetry: 134; Research: 139, 141, 144, 147</p>
<ul style="list-style-type: none"> • formulating questions about what they read, write, hear, and view; and 	<p>rBook Teacher's Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227</p>

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<ul style="list-style-type: none"> • formulating questions about what they read, write, hear, and view; and (continued) 	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 31 Self-Monitoring Strategies: 318</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Ten Questions (practice asking questions to gain information): 26; What's the Scoop? (practice asking questions of classmates): 32</p>
<ul style="list-style-type: none"> • using listening skills to understand directions. 	<p>Opportunities to address: rBook Teacher's Edition: Functional Literacy: 185</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Getting From Here to There (practice following directions): 42</p>
<p>STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • select relevant material for reading, writing, and speaking purposes; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> • understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>

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<ul style="list-style-type: none"> • paraphrase, summarize, organize, and synthesize information; 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 28 Organizing Information and Notes: 144-146
<ul style="list-style-type: none"> • give credit for others' ideas, images, or information; and 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Correcting Run-On Sentences: 210-211
<ul style="list-style-type: none"> • use information to produce a quality product. 	RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Correcting Run-On Sentences: 210-211
<p>RATIONALE: <i>In this age of information and technology, people need reading and information-retrieval skills that will enable them to access facts, images, and text from many sources. The sheer volume of data makes it necessary for information seekers to be able to wade through a maze of facts, figures, and images, and to identify what is useful and relevant.</i></p> <p><i>Knowing how to locate, evaluate, and make use of an ever-increasing amount of information demands a broader repertoire of reading strategies. This implies an expanded definition of literacy that includes reading for information in a technological age. Students need to become discerning consumers of information.</i></p>	
<p>GRADES K-4 In grades K-4, what students know and are able to do includes</p>	
<ul style="list-style-type: none"> • using organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions); 	rBook Teacher's Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 199 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension , Lesson 28 Skim and Scan: 315; Lesson 37 Read Instructions: 324; Lesson 38 Read Content-Area Text: 325; Lesson 39 Read Graphs: 326; Lesson 40

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<ul style="list-style-type: none"> • using organizational features of printed text (continued) 	<p>Lesson 39 Read Graphs: 326; Lesson 40 Read Maps: 327</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Talking About Books (build vocabulary about parts of books): 23</p>
<ul style="list-style-type: none"> • recognizing organizational features of electronic information (<i>for example, pull-down menus, icons, key word searches</i>); 	<p>This objective is outside the scope of Read 180 Enterprise Edition, Stage A.</p>
<ul style="list-style-type: none"> • using organizational features to locate media or electronic information (<i>for example, passwords, entry menu features, pull-down menus, icons, key word searches</i>); 	<p>Opportunities to address:</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143</p>
<ul style="list-style-type: none"> • taking notes, outlining, and identifying main ideas in resource materials; 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> • sorting information as it relates to a specific topic or purpose; and 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 28 Organizing Information and Notes: 144-146</p>
<ul style="list-style-type: none"> • giving credit for borrowed information by telling or listing sources. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>

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Model Content Standards Reading and Writing Grade 4	<i>READ 180</i> Stage A
STANDARD 6: Students read and recognize literature as a record of human experience. In order to meet this standard, students will	
<ul style="list-style-type: none"> • know and use literary terminology; 	<p>rBook Teacher’s Edition: Coaching Notes: 137, 139, 141, 192 Readings: 36, 137, 139, 141, 192 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Comprehension, Literary Elements: Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60</p>
<ul style="list-style-type: none"> • read literature to investigate common issues and interests; 	<p>rBook Teacher’s Edition: Readings: 10-11, 36-39, 60-71, 136-149, 215-225</p> <p>Paperbacks Teaching Resources: <i>Finding the Titanic</i>: p. 22; <i>It Came From Ohio! My Life as a Writer</i>: p. 35; <i>Riding Freedom</i>: p. 36; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>: p. 39; <i>With Friends Like These, Who Needs Enemies?:</i> p. 40</p>

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<ul style="list-style-type: none"> • read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; 	<p>rBook Teacher’s Edition: Readings: 10-11, 36-39, 60-71, 136-149, 215-225</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone:</i> p. 12; <i>No Boys Allowed!:</i> p.13; <i>Selena!:</i> p. 16; <i>The Torch Runner:</i> p. 18; <i>Twin Talk: Advice from a TV Talk Show:</i> p. 20; <i>Treasure Island:</i> p.29; <i>Adventures of the Shark Lady: Eugenie Clark Around the World:</i> p. 31; <i>David Copperfield:</i> p. 32; <i>How Tía Lola Came to (visit) Stay:</i> p. 34; <i>It Came From Ohio! My Life as a Writer:</i> p. 35; <i>Riding Freedom:</i> p. 36; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad:</i> p. 39; <i>With Friends Like These, Who Needs Enemies?:</i> p. 40</p>
<ul style="list-style-type: none"> • read literature that reflects the uniqueness and integrity of the American experience; 	<p>rBook Teacher’s Edition: Readings: 36-39, 60-71</p> <p>Paperbacks Teaching Resources: <i>Navajo Long Walk:</i> p. 24; <i>Adventures of the Shark Lady: Eugenie Clark Around the World:</i> p. 31; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad:</i> p. 39</p>
<ul style="list-style-type: none"> • read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and 	<p>rBook Teacher’s Edition: Readings: 36-39, 60-71, 136-149, 216-225</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone:</i> p. 12; <i>Selena!:</i> p. 16; <i>20, 000 Leagues Under the Sea:</i> p. 19; <i>Navajo Long Walk:</i> p. 24; <i>David Copperfield:</i> p. 32; <i>How Tía Lola Came to (visit) Stay:</i> p. 34; <i>Riding Freedom:</i> p. 36; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad:</i> p. 39</p>
<ul style="list-style-type: none"> • read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups. 	<p>rBook Teacher’s Edition: Readings: 36-39, 60-71, 136-149, 216-225</p> <p>Paperbacks Teaching Resources: <i>Navajo Long Walk:</i> p. 24; <i>Riding Freedom:</i> p. 36; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad:</i> p. 39</p>

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Model Content Standards Reading and Writing Grade 4	<i>READ 180</i> Stage A
<p>RATIONALE: <i>Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of the beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in America, and it thus helps students develop an understanding of our national experience. A comprehensive literature program fosters habits of reading that carry over into adult life.</i></p> <p>Note: A reference list of sources of book lists can be found at the end of the Reading and Writing Standards. None of these book lists have been endorsed by the Colorado State Board of Education.</p>	
<p>GRADES K-4 In grades K-4, what students know and are able to do includes</p>	
<ul style="list-style-type: none"> • reading, responding to, and discussing a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading; 	<p>rBook Teacher’s Edition: Readings: 10-11, 36-39, 60-71, 136-149, 215-225</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone:</i> p. 12; <i>Finding the Titanic:</i> p. 22; <i>It Came From Ohio! My Life as a Writer:</i> p. 35; <i>Riding Freedom:</i> p. 36; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad:</i> p. 39; <i>With Friends Like These, Who Needs Enemies?:</i> p. 40</p>
<ul style="list-style-type: none"> • reading, responding to, and discussing literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written; 	<p>rBook Teacher’s Edition: Best Practices: 188C-188D Readings: 60-71, 136-149, 150-151</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313; Lesson 44 Read Across Texts: 331; Literary Elements: Mood: 332; Tone: 332; Imagery: Simile and Metaphor: 333; Hyperbole: 334; Symbolism:</p>

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Model Content Standards Reading and Writing Grade 4	READ 180 Stage A
<ul style="list-style-type: none"> • reading, responding to, and discussing literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written; (continued) 	<p>334; Conflict: 336; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58</p>
<ul style="list-style-type: none"> • recognizing the concept of classic or enduring literature, and reading and listening to classic works; 	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149, 150-151</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>: p. 12; <i>20, 000 Leagues Under the Sea</i>: p. 19; <i>Navajo Long Walk</i>: p. 24; <i>Treasure Island</i>: p.29; <i>David Copperfield</i>: p. 32; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>: p. 39</p>
<ul style="list-style-type: none"> • using literary terminology such as setting, plot, character, problem, and solution; and 	<p>rBook Teacher’s Edition: Best Practices: 56C-56D, 56E, 56F, 132C, 132D Coaching Notes: 64, 65, 67, 70, 137, 138, 139, 140, 143, 145, 147, 148, 149, 224 Comprehension: 58 Readings: 58, 59, 63, 64, 65, 67, 69, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Music of Dolphins</i>, p. 13; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Selena!</i> p. 16; <i>The Torch Runner</i>, p. 18; <i>Cockroach Cooties</i>, p. 21, 63; <i>Little Monster</i>, p. 23; <i>Sideways Stories From Wayside School</i>, p. 26; <i>Take the Court</i>, p. 28; <i>David Copperfield</i>, p. 32; <i>Every Cloud Has a Silver Lining</i>, p. 33; <i>How Tía Lola Came to [Visit] Stay</i>, p. 34; 89; <i>The Secret City</i>, p.37; <i>No Boys Allowed!</i>, p. 47</p>

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<ul style="list-style-type: none"> • using literary terminology such as setting, plot, character, problem, and solution; and (continued) 	<p>47; <i>20,000 Leagues Under the Sea</i>, p. 59; <i>Treasure Island</i>, p. 79, <i>With Friends Like These, Who Needs Enemies?</i>, p. 101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 19-20 Analyze Character: 306, 307, Lessons 21-22 Analyze Setting: 308, 309, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 336</p>
<ul style="list-style-type: none"> • using new vocabulary from literature in other context. 	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149 Vocabulary/Word Study: 72-73, 152-153 Writing and Grammar: 74-79, 154-159</p>