

READ 180 Enterprise Stage A, ©2005
 correlated to
Colorado Model Content Standards Reading
Grades 5-8

Model Content Standards Reading and Writing Grades 5 - 6	<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: 322; Lesson 36 Identify Bias: 323; Lesson 37 Read Instructions: 324; Lesson 38 Read</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 5 - 6</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • use comprehension skills (continued) 	<p>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: Reinforce Background and Language: 8K, 32K, 56M, 84K, 108K, 132M, 164K, 184K, 212K Coaching Notes: 14, 36, 42, 43, 89, 94, 119, 169, 198 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 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 Read Across Texts: 331</p>
<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 	<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</p>

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<p>support particular ideas; and finding the sequence of steps in a technical publication;</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>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>
<p>• 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>	<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: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108</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>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>
<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>	

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<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 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds. 	<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: 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>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
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; 	<p>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</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"> • write and speak for audiences such as peers, teachers, and the community; 	<p>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</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"> • plan, draft, revise, proofread, and edit written communications; 	<p>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</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing: 14-43; Descriptive Writing: 44-68; Expository Writing: 69-93; Persuasive</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • plan, draft, revise, proofread, and edit written communications; (continued) 	Writing: 94-113; Functional Writing: 114-133; Poetry: 134-138; Research: 139-150
<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 Expository Composition: 89</p>
<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;</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. (continued) 	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>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 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • writing stories, letters, and reports with greater detail and supporting material; 	<p>rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 230-235 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-17; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-25; Lesson 4 Fantasy: 29-30; Functional Writing, Lesson 22 Business Letter: 119-122; Lesson 24 Thank-You Note: 129-133; Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> • choosing vocabulary and figures of speech that communicate clearly; 	<p>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</p>
<ul style="list-style-type: none"> • drafting, revising, editing, and proofreading for a legible final copy; 	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 176-177, 202-207,</p>

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<ul style="list-style-type: none"> • drafting, revising, editing, and proofreading for a legible final copy; (continued) 	<p>230-235 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"> • applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; 	<p>rBook Teacher's Edition: Writing and Grammar: 22-27, 74-79, 98-103, 154-159 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 16 Expository Composition: 89-93; Functional Writing, How-To Paragraph: 114-118; Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> • incorporating source materials into their speaking and writing (<i>for example, interviews, news articles, encyclopedia information</i>); 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<ul style="list-style-type: none"> • writing and speaking in the content areas (<i>for example, science, geography, history, literature</i>), using the technical vocabulary of the subject accurately; and 	<p>rBook Teacher's Edition: Writing and Grammar: 22-27, 74-79, 98-103, 154-159 rBook Writing Handbook: 249-250</p> <p>RDI 2 Resources for Differentiated</p>

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<ul style="list-style-type: none"> • writing and speaking in the content areas (<i>for example, science, geography, history, literature</i>), using the technical vocabulary of the subject accurately; and (continued) 	<p>Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Character Sketch: 59-63; Expository Writing, Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Persuasive Writing, Lesson 18 Writing a Review: 99-103</p>
<ul style="list-style-type: none"> • recognizing stylistic elements such as voice, tone, and style. 	<p>rBook Teacher’s Edition: Writing and Grammar: 122-127, 230-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 2 Personal Narrative: 19-23; Descriptive Writing, Lesson 8 Describing a Setting: 49-53; Persuasive Writing, Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Poetry, Lesson 25 Rhyming Poem: 134-138</p>
<p>STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, students will</p>	
<ul style="list-style-type: none"> • know and use correct grammar 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 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</p>

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<ul style="list-style-type: none"> • know and use correct grammar in speaking and writing; (continued) 	Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17
<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 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</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>

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<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> <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 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 102, 126, 234, 235 rBook Writing Handbook: 251, 252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Skill Builder: Using Transition Words: 58; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Grammar, Usage, & Mechanics, Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 5 - 6</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; (continued) 	<p>7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 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 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>
<ul style="list-style-type: none"> • using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; 	<p>rBook Teacher’s Edition: Writing and Grammar: 102, 126, 158, 159, 162 rBook Writing Handbook: 251-252</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, 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:</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; (continued) 	176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 15 Possessive Nouns: 182-183
<ul style="list-style-type: none"> • using modifiers, homonyms, and homophones in writing and speaking; 	<p>rBook Teacher’s Edition: Vocabulary/Word Study: 72-73, 176-177 Writing and Grammar: 206, 234 rBook Writing Handbook: 252</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary/Word Study, Lesson 3 Multiple-Meaning Words: 240-241; Lesson 4 Homophones and Homographs: 242-243</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 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195</p>
<ul style="list-style-type: none"> • using simple, compound, complex, and compound/complex sentences in writing and speaking; 	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 235 rBook Writing Handbook: 251</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<ul style="list-style-type: none"> • punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; 	<p>rBook Teacher’s Edition: Writing and Grammar: 159, 207 rBook Writing Handbook: 252-253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 5</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; (continued) 	Common and Proper Nouns: 162-163; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185
<ul style="list-style-type: none"> • using prefixes, root words, and suffixes correctly in writing and speaking; 	rBook Teacher's Edition: Coaching Notes: 20, 21, 201 Vocabulary/Word Study: 20, 21, 200, 201 Workshop Wrap-Up: 31, 211 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269
<ul style="list-style-type: none"> • expanding spelling skills to include more complex words; 	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206; Resource: 228
<ul style="list-style-type: none"> • demonstrating use of conventional spelling in their published works; and 	rBook Teacher's Edition: Writing and Grammar: 27, 51, 79, 103, 127, 159, 183, 207, 235 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Scholastic RED Professional Development: 195-205; Spelling Practice: 206; Resource: 228 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
<ul style="list-style-type: none"> • using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy. 	Opportunities to address: RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 5 - 6</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy. (continued) 	<p>Professional Development: 195-205; Spelling Practice: 206; Resource: 228</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>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>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<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>
<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:</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • evaluate the reliability, accuracy, and relevancy of information. (continued) 	Research , Lesson 27 Finding and Recording Information: 141-143
<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 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • recognizing an author's or speaker's point of view and purpose, separating fact from opinion; 	<p>rBook Teacher's Edition: Best Practices: 108C-108D Functional Literacy: 52, 81, 104, 128-129 Readings: 110-111, 112-115, 116-119, 223 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, 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, listening, and viewing skills to solve problems and answer questions; 	<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>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 5 - 6</p>	<p style="text-align: center;">READ 180 Stage A</p>
<ul style="list-style-type: none"> • making predictions, drawing conclusions, and analyzing what they read, hear, and view; 	<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"> • recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and 	<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"> • determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue. 	<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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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<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>
<ul style="list-style-type: none"> • paraphrase, summarize, organize, and synthesize information; 	<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"> • give credit for others' ideas, images, or information; and 	<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>
<ul style="list-style-type: none"> • use information to produce a quality product. 	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<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>	

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Model Content Standards Reading and Writing Grades 5 - 6	<i>READ 180</i> Stage A
GRADES 5-8	
As students in grades 5-8 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> • using organizational features of printed text such as prefaces, afterwords, and appendices; 	<p>rBook Teacher's Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Skim and Scan: 315; Lesson 37 Read Instructions: 324; Lesson 38 Read Content-Area Text; 325; 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"> • using organizational features of electronic information and library and interlibrary catalog databases; 	This objective is outside the scope of Read 180 Enterprise Edition, Stage A.
<ul style="list-style-type: none"> • locating and selecting relevant information; 	This objective is outside the scope of Read 180 Enterprise Edition, Stage A.
<ul style="list-style-type: none"> • using available technology to research and produce an end-product that is accurately documented; 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
<ul style="list-style-type: none"> • giving credit for borrowed information in a bibliography. 	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

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Model Content Standards Reading and Writing Grades 5 - 6	<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>
<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</i></p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; (continued) 	<p><i>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>Treasure Island</i>: p.29; <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>
<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</i></p>	

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<p><i>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 5-8 As students in grades 5-8 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> • reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; 	<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: 322; Lesson 36 Identify Bias: 323; Lesson 37 Read Instructions: 324; Lesson 38 Read</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
<ul style="list-style-type: none"> • reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; (continued) 	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
<ul style="list-style-type: none"> • reading, responding to, and discussing literature that represents points of view from places, people, and events that are 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"> • distinguishing the elements that characterize and define a literary "classic"; 	<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"> • comparing the diverse voices of our national experience as they read a variety of United States literature; 	<p>rBook Teacher's Edition: Readings: 10-11, 36-39, 60-71, 136-149, 216-225, 226-227</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>
<ul style="list-style-type: none"> • using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and 	<p>rBook Teacher's Edition: Best Practices: 56C-56D, 56E, 56F, 132C, 132D, 132E-132F</p>

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<p style="text-align: center;">Model Content Standards Reading and Writing Grades 5 - 6</p>	<p style="text-align: center;">READ 180 Stage A</p>
<p>figurative language; and</p>	<p>Coaching Notes: 137, 139, 141, 192, 227 Comprehension: 58 Readings: 36, 58, 59, 63, 64, 65, 67, 69, 70, 71, 136-149, 192, 224 rBook Reading Handbook: 247, 248 Workshop Wrap-Up: 82</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>La Mariposa</i>, p. 12; <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; <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: Vocabulary and Word Study, Lesson 19 Idioms: 272, 273; Comprehension, 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; Literary Elements: Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334; Conflict: 336</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: 60</p>

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Model Content Standards Reading and Writing Grades 5 - 6	READ 180 Stage A
• using new vocabulary from literature in other context.	rBook Teacher's Edition: Readings: 60-71, 136-149 Vocabulary/Word Study: 72-73, 152-153 Writing and Grammar: 74-79, 154-159