

**Scholastic Read 180, Stage A ©2005**  
**correlated to**  
**District of Columbia Reading/English Language Arts Standards**

**Grade 4**

<b>District of Columbia Standards Grade 4</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
4.LD-D.1. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion, including posing relevant questions, building on the ideas of others, and contributing information or ideas.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
4.LD-Q.2. Summarize major ideas and supporting evidence presented in spoken messages and formal presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
4.LD-Q.3. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	This objective is addressed throughout the text. See, for example: RBook TE and rBook SE: 10, 12, 18, 34, 36, 40, 62, 68, 70, 86, 93, 166, 168, 173, 221
4.LD-Q.4. Identify how language use (sayings, slang, idioms, usages) reflects regions and cultures.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 62
<b>ORAL PRESENTATION</b>	
4.LD-O.5. Use teacher-generated rubric (scoring guide) to prepare the presentation described in this section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
4.LD-O.6. Express opinion of a political speech in an organized way, with supporting detail, good eye contact, adequate volume, and clear pronunciation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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4.LD-O.7. Make informal presentations that have a recognizable organization (e.g., sequencing, summarizing), using clear enunciation and adequate volume.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104
4.LD-O.8. Use teacher- and student-generated assessment criteria to assess presentations.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 225
<b>VOCABULARY AND CONCEPT DEVELOPMENT</b>	
4.LD-V.9. Determine the effect of affixes on roots.	RBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269
4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	RBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269
4.LD-V.11. Identify and use playful language such as puns, jokes, and palindromes.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
4.LD-V.12. Identify the meaning of figurative language and phrases.	RBook TE and rBook SE: 137, 139, 141, 192, 248  Resources for Differentiated Instruction Book 1: 274-275, 342, 343 Book 3: 60

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4.LD-V.13. Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.	RBook TE and rBook SE: 152, 176, 241  Resources for Differentiated Instruction Book 1: 240 Book 3: 63
4.LD-V.14. Determine meanings and other features of words (e.g., pronunciation, syllabication, parts of speech) using intermediate-level dictionaries and thesauri.	RBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
<b>Strand: Beginning Reading (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>FLUENCY</b>	
4.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	RBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 167, 170, 171, 174, 175, 178, 179, 182, 183
<b>Strand: Informational Text (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
<b>EXPOSITORY TEXT</b>	
4.IT-E.1. Identify the purpose and main points of a text and summarize its supporting details.	RBook TE and rBook SE: 8C, 10-19, 41, 86-91, 117, 245  Resources for Differentiated Instruction Book 1: 292, 293, 294, 295, 396, 397  Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51

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4.IT-E.2. Distinguish fact from opinion.	RBook TE and rBook SE: 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 415 Test Taking Strategies: 39  Teaching Resources Audiobooks: 60
4.IT-E.3. Identify cause-and-effect relationships stated and implied.	RBook TE and rBook SE: 166-175, 186, 197, 246  Resources for Differentiated Instruction Book 1: 296, 297 Test Taking Strategies: 36
4.IT-E.4. Identify and use knowledge of common textual features (e.g., paragraphs, topic	RBook TE and rBook SE: 18, 95, 114, 118, 119, 224  Resources for Differentiated Instruction Book 1: 330. 331. 332. 333
4.IT-E.5. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.	RBook TE and rBook SE: 18, 86, 92, 166, 168, 172, 220
<b>DOCUMENT AND PROCEDURAL TEXT</b>	
4.IT-DP.6. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	RBook TE and rBook SE: 18, 42-43, 95, 114, 118, 224  Resources for Differentiated Instruction Book 1: 330, 331, 332
4.IT-DP.7. Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	See the following selected examples: RBook TE and rBook SE: 29, 36, 43, 53, 81, 89, 119, 129, 161, 165, 185, 198, 209, 237  Resources for Differentiated Instruction Book 1:329, 331, 332, 333

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<b>ARGUMENT AND PERSUASIVE TEXT</b>	
4.IT-A.8. Identify what the author is arguing or trying to persuade the reader to think or do.	See the following opportunities to support this standard: RBook TE and rBook SE: 81, 223  Resources for Differentiated Instruction Book 1: 319, 320, 321, 322 Book 2: 104, 105, 109
<b>Strand: Literary Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>CONNECTION</b>	
4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author’s life.	This objective falls outside the scope of Scholastic Read 180, Stage A.
<b>GENRE</b>	
4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 10, 16-19, 60-71, 88-90, 112-114, 150-151, 214  Resources for Differentiated Instruction Book 1: 329, 324, 343, 344, 345 Book 2: 14, 19, 24, 29, 34, 39, 114, 119, 124, 129, 134, 138  Teaching Resources Audiobooks: 12, 14, 17, 20, 25 Paperbacks: 11, 15, 21, 31, 40

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4.LT-G.3. Apply knowledge of different forms of literature as a strategy for reading and writing.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 10, 16-19, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction  Book 1: 329, 324, 343, 344, 345  Book 2: 14, 19, 24, 29, 34, 39, 114, 119, 124, 129, 134, 138</p> <p>Teaching Resources  Audiobooks: 12, 14, 17, 20, 25  Paperbacks: 11, 15, 21, 31, 40</p>
<b>THEME</b>	
4.LT-T.4. Compare the moral lessons of several fables.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>FICTION</b>	
4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.	<p>RBook TE and rBook SE: 58, 59, 64, 65, 66, 67, 71, 138, 139, 140, 141, 145, 149</p> <p>Resources for Differentiated Instruction  Book 1: 306, 307, 308, 309, 310, 311, 312, 313</p>
4.LT-F.6. Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	<p>RBook TE and rBook SE: 65, 70, 71, 136, 137, 138, 139, 140, 143, 145, 147, 149</p> <p>Resources for Differentiated Instruction  Book 1: 306, 307, 430, 431</p>
<b>LITERARY NONFICTION</b>	
4.LT-LNF.7. Identify the differences in point of view between an autobiography and a biography.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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<b>POETRY</b>	
4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	RBook TE and rBook SE: 150-151, 226-227  Resources for Differentiated Instruction Book 1: 334, 342, 343, 345, 403, 408, 412, 415 Book 2: 134-135, 138  Teaching Resources Audiobooks: 20
4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	RBook TE and rBook SE: 150-151, 226-227  Resources for Differentiated Instruction Book 1: 334, 342, 343, 345, 403, 408, 412, 415 Book 2: 134-135, 138  Teaching Resources Audiobooks: 20
<b>DRAMA</b>	
4.LT-D.10. Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.	Resources for Differentiated Instruction Book 1: 335, 405
<b>STYLE AND LANGUAGE</b>	
4.LT-S.11. Identify sensory details and figurative language in a story or poem.	RBook TE and rBook SE: 137, 139, 141, 192, 248  Resources for Differentiated Instruction Book 1: 274-275, 343 Book 3: 60
<b>TRADITIONAL AND NARRATIVE CLASSICAL LITERATURE</b>	
4.LT-TN.12. Identify phenomena explained in origin myths.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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4.LT-TN.13. Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
4.R.1. Identify and apply steps in conducting and reporting research.	
<ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> </ul>	Resources for Differentiated Instruction Book 2: 139, 140
<ul style="list-style-type: none"> <li>• Initiate a plan for searching for information.</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 143
<ul style="list-style-type: none"> <li>• Locate resources.</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 143
<ul style="list-style-type: none"> <li>• Evaluate the relevance of the information.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 337
<ul style="list-style-type: none"> <li>• Use computer input devices effectively (e.g., keyboard, touch screens, glide pads, mouse, launch-and-quit applications).</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 79, 103, 127, 154, 183, 207, 235
<ul style="list-style-type: none"> <li>• Interpret, use and communicate the information.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 150
<b>Strand: Writing</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>IMAGINATIVE WRITING</b>	
4.W-I.1. Write stories that organize plot events in an order that leads to a climax.	Resources for Differentiated Instruction Book 2: 14, 16

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4.W-I.2. Write short poems that contain sensory details and follow some of the conventions involved in writing, including rhyme, meter, and the patterns of verse forms.	Resources for Differentiated Instruction Book 2: 29, 134
<b>EXPOSITORY WRITING</b>	
4.W-E.3. Create paragraphs that	
<ul style="list-style-type: none"> <li>• establish and support a central idea in a topic sentence at or near the beginning of the paragraph;</li> </ul>	RBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 178, 204, 232  Resources for Differentiated Instruction Book 2: 89, 92
<ul style="list-style-type: none"> <li>• include supporting sentences with simple facts, details, and explanations;</li> </ul>	RBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 178, 204, 232  Resources for Differentiated Instruction Book 2: 89, 92
<ul style="list-style-type: none"> <li>• include a concluding statement that summarizes the points; and</li> </ul>	RBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 178, 204, 232  Resources for Differentiated Instruction Book 2: 89, 92
<ul style="list-style-type: none"> <li>• are indented properly.</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 178, 204, 232  Resources for Differentiated Instruction Book 2: 89, 92
4.W-E.4. Write summaries of information gathered through research that include relevant facts and details.	RBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 2: 79

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4.W-E.5. Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.	RBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 2: 79, 99
4.W-E.6. Write personal and formal letters that	
<ul style="list-style-type: none"> <li>• use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation) and</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 121, 123, 129, 131, 132
<ul style="list-style-type: none"> <li>• include the date, salutation, body, closing, and signature.</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 121, 122, 129, 131, 132
<b>REVISION</b>	
4.W-R.7. Revise writing to improve word choice (using dictionaries, thesauri) and level of detail after determining what could be added or deleted.	RBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 48, 49, 54, 58, 59, 64, 69, 74, 79, 84, 89, 94, 98, 99, 104, 108, 109, 114, 118, 119, 124, 129, 134
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
4.M.1. Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.	This objective falls outside the scope of Scholastic Read 180, Stage A.
4.M.2. Create presentations using audio recordings of poems and/or stories.	This objective falls outside the scope of Scholastic Read 180, Stage A.

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<b>Strand: English Language Conventions</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
4.EL.1. Identify four basic parts of speech (adjective, noun, verb, adverb).	RBook TE and rBook SE: 102, 126, 206, 234, 248, 249  Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 174, 175, 176, 177, 178, 179, 186, 187, 188, 189, 193, 194, 195
4.EL.2. Identify and use correct punctuation, including dates, locations, and addresses; apostrophes in possessives and contractions; and underlining, quotations, or italics to identify titles.	RBook TE and rBook SE: 27, 103, 127, 207, 251  Resources for Differentiated Instruction Book 2: 73, 128, 158, 159, 162, 163, 200, 201, 204, 205, 206, 207, 208, 209
4.EL.3. Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 154, 155, 162, 163  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
4.EL.4. Identify and employ correct usage for	
• regular and irregular verbs,	RBook TE and rBook SE: 126, 248  Resources for Differentiated Instruction Book 2: 166, 167, 176, 177
• adverbs,	RBook TE and rBook SE: 234, 249  Resources for Differentiated Instruction Book 2: 192, 193, 194, 195

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<ul style="list-style-type: none"> <li>• prepositions and coordinating conjunctions, and</li> </ul>	Resources for Differentiated Instruction Book 2: 73, 208, 209, 210, 211, 212, 213
<ul style="list-style-type: none"> <li>• comparative and superlative adjectives.</li> </ul>	RBook TE and rBook SE: 206  Resources for Differentiated Instruction Book 2: 188, 189
4.EL.5. Combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Resources for Differentiated Instruction Book 2: 73, 212, 213
4.EL.6. Spell	
<ul style="list-style-type: none"> <li>• syllable constructions (closed, open, consonant before);</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• base words, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-; and</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 256, 257, 260, 266, 267, 268  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>• contractions, compounds, and common homophones (hair-hare, bear-bare, pail-pale).</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 236, 237, 242, 243, 262, 263

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<b>Strand: Language Development</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>DISCUSSION</b>	
5.LD-Q.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<b>QUESTIONING, LISTENING, AND CONTRIBUTING</b>	
5.LD-Q.2. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
5.LD-Q.3. Make inferences and draw conclusions based on the ideas presented in an oral report.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 17, 37, 42, 60, 62, 65, 71, 110, 138, 140, 144, 147, 175, 193  Resources for Differentiated Instruction Book 1: 302, 303, 304  Teaching Resources Audiobooks: 51 Paperbacks: 53, 99
5.LD-Q.4. Ask questions that clarify information not already discussed.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221
<b>ORAL PRESENTATION</b>	
5.LD-O.5. Review and refine teacher-generated rubric (scoring guide) to prepare and assess presentations described in this section.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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5.LD-O.6. Organize ideas into presentations that provide a beginning, middle, and end, using various delivery strategies (volume, pitch, phrasing, pace, gestures) to communicate meaning.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104, 106, 107
5.LD-O.7. Recite poems (four or more stanzas), sections of speeches, or dramatic soliloquies using clear diction, tempo, volume, and phrasing.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104, 134
<b>VOCABULARY AND CONCEPT DEVELOPMENT</b>	
5.LD-V.8. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	RBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269
5.LD-V.9. Identify and apply the meanings of the terms antonym, synonym, and homophone.	RBook TE and rBook SE: 44, 45, 72, 73, 120-121, 241, 243, 244  Resources for Differentiated Instruction Book 1: 242, 246, 248, 252 Book 3: 28
5.LD-V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.	RBook TE and rBook SE: 16, 93, 96, 116, 229, 240-244  Resources for Differentiated Instruction Book 1: 238, 254, 264

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5.LD-V.11. Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).	RBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 252
<b>Strand: Beginning Reading</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>FLUENCY</b>	
5.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	This objective is addressed throughout. See, for example: RBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 167, 170, 171, 174, 175, 178, 179, 182, 183
<b>Strand: Informational Text</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
<b>EXPOSITORY TEXT</b>	
5.IT-E.1. Identify the author’s purpose and summarize the critical details of expository text, maintaining chronological or logical order.	RBook TE and rBook SE: 8C, 10-19, 41, 86-91, 117, 245  Resources for Differentiated Instruction Book 1: 292, 293, 294, 295, 396, 397  Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51

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<b>District of Columbia Reading/English Language Arts Standards, Grade 5</b>	<b>Scholastic Read 180, Stage A ©2005</b>
5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.	RBook TE and rBook SE: 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 415 Test Taking Strategies: 39  Teaching Resources Audiobooks: 60
5.IT-E.3. Compare (and contrast) the author's purpose in informational selections on the same topic.	This objective is addressed throughout. See, for example: RBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227  Resources for Differentiated Instruction Book 1: 439, 446
5.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).	RBook TE and rBook SE: 18, 95, 114, 118, 119  Resources for Differentiated Instruction Book 1: 330, 331, 332
5.IT-E.5. Identify common organizational structures such as chronological order and cause and effect.	This objective is addressed throughout. See, for example: RBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 167, 171, 181, 191, 195, 205, 233  Resources for Differentiated Instruction Book 1: 290, 291, 296, 297, 298, 299, 300, 301 Test Taking Strategies: 34, 35, 36  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108

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<b>DOCUMENT AND PROCEDURAL TEXT</b>	
5.IT-DP.6. Interpret details from text to complete a task, solve a problem, or perform procedures.	RBook TE and rBook SE: 29, 53, 105, 185, 237  Resources for Differentiated Instruction Book 2: 114, 116, 117 Test Taking Strategies: 33, 55, 97
<b>ARGUMENT AND PERSUASIVE TEXT</b>	
5.IT-A.7. Determine an author’s position (i.e., what the author is arguing), providing supporting evidence from the text.	RBook TE and rBook SE: 81, 223  Resources for Differentiated Instruction Book 1: 319, 320, 321, 322 Book 2: 104, 105, 109
<b>CONNECTIONS</b>	
5.LT-C.1. Relate the events and characters in a literary work to information about its setting.	RBook TE and rBook SE: 58, 59, 61, 63, 65, 67, 69  Resources for Differentiated Instruction Book 1: 432, 433
<b>GENRE</b>	
5.LT-G.2. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.	RBook TE and rBook SE: 10, 16-19, 60-71, 88-90, 112-114, 150-151, 214  Resources for Differentiated Instruction Book 1: 329, 342, 343, 344, 345 Book 2: 14, 19, 24, 29, 34, 39, 114, 124, 129, 134, 138  Teaching Resources Audiobooks: 12, 14, 17, 20, 25 Paperbacks: 11, 15, 21, 31, 40

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<b>THEME</b>	
5.LT-T.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	RBook TE and rBook SE: 149, 227, 247, 248  Resources for Differentiated Instruction Book 1: 436 Test Taking Strategies: 42
<b>FICTION</b>	
5.LT-F.4. Describe the relationships between major and minor characters; analyze how a character’s traits influence that character’s actions.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 430, 431
5.LT-F.5. Identify the plot and its components (e.g., main events, conflict, resolution).	RBook TE and rBook SE: 58, 59, 61, 63, 64, 65, 66, 67, 69, 71, 138, 139, 140, 141, 145, 148, 149, 224  Resources for Differentiated Instruction Book 1: 310, 311, 312, 313
<b>LITERARY NONFICTION</b>	
5.LT-LNF.6. Describe the narrative structure of biographies and autobiographies and the themes or central ideas contained within them.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 216-225

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<b>POETRY</b>	
5.LT-P.7. Respond to and analyze the effects of sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 20, 150-151, 226-227</p> <p>Resources for Differentiated Instruction  Book 1: 329, 352, 403, 408, 412, 415  Book 2: 134-135, 138</p> <p>Teaching Resources  Audiobooks: 20</p>
<b>DRAMA</b>	
5.LT-D.8. Analyze the similarities and differences between a narrative text and its dramatic adaptation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>STYLE AND LANGUAGE</b>	
5.LT-S.9. Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.	<p>RBook TE and rBook SE: 137, 139, 141, 192, 248</p> <p>Resources for Differentiated Instruction  Book 1: 274-275, 343  Book 3: 60</p>
5.LT-S.10. Recognize dialect in conversational voices in American folk tales.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 62, 69, 142
<b>TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE</b>	
5.LT-TN.11. Compare different versions of the same story from different cultures.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
5.LT-TN.12. Identify common structures in traditional literature.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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<b>Strand: Research</b> ( <i>Continue to address earlier standards as needed and as they apply to more difficult text.</i> )	
5.R.1. Apply steps for obtaining and organizing information from a variety of sources, documenting, and presenting research in individual and group project.	
<ul style="list-style-type: none"> <li>• Define the need for information and formulate open-ended research questions.</li> </ul>	Resources for Differentiated Instruction Book 2: 139, 140
<ul style="list-style-type: none"> <li>• Initiate a plan for searching for information.</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 143
<ul style="list-style-type: none"> <li>• Locate a range of print and electronic resources.</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 143
<ul style="list-style-type: none"> <li>• Evaluate the relevance of information.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 327
<ul style="list-style-type: none"> <li>• Locate specific information within resources by using indexes, tables of contents, and electronic searches of key words.</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 314 Book 2: 141
<ul style="list-style-type: none"> <li>• Retrieve and save files to hard drive, disk, or other memory device.</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
<ul style="list-style-type: none"> <li>• Demonstrate basic keyboarding skills and familiarity with technology vocabulary such as cursor, software, memory, and hard drive.</li> </ul>	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235

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<ul style="list-style-type: none"> <li>Provide appropriate documentation in a consistent format.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 141, 142, 147</p>
<ul style="list-style-type: none"> <li>Organize and present research using the standards in the Writing strand.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 144, 145, 146</p>
<p><b>Strand: Writing</b> (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)</p>	
<p><b>IMAGINATIVE WRITING</b></p>	
<p>5.W-I.1. Make distinctions among fiction, nonfiction, and dramatic literature, and use these genres selectively to produce stories or scripts.</p>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 48-49, 180-181, 232-233</p> <p>Resources for Differentiated Instruction  Book 2: 14, 16-17, 24, 26-27, 29, 31-32, 39, 42-43</p>
<p>5.W-I.2. Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 134, 137</p>
<p><b>EXPOSITORY WRITING</b></p>	
<p><b>5.W-E.3. Create multi-paragraph essays that</b></p>	
<ul style="list-style-type: none"> <li>present effective introductions and concluding paragraphs and</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 25, 77, 101, 125, 157, 205</p> <p>Resources for Differentiated Instruction  Book 2: 69, 74, 79</p>

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<ul style="list-style-type: none"> <li>• guide and inform the reader’s understanding of key ideas evidence.</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 25, 77, 101, 125, 157, 205</p> <p>Resources for Differentiated Instruction  Book 2: 69, 74, 79</p>
5.W-E.4. Write explanations of a process that include a topic statement, supporting details, and a conclusion.	Resources for Differentiated Instruction Book 2: 114, 116, 117, 118
5.W-E.5. Write research reports with clear focus and supporting detail.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2:139-140, 141-143, 144-146
<b>REVISION</b>	
5.W-R.6. Revise writing to improve coherence and progression by adding, deleting, combining, and rearranging sentences.	RBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
	Resources for Differentiated Instruction Book 2:14, 19, 24, 29, 34, 39, 44, 48, 49, 54, 58, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 118, 119, 124, 129
<b>Strand: Media (Continue to address earlier standards as needed and as they apply to more difficult text.)</b>	
5.M.1. Identify and analyze the persuasive techniques (promises, dares and flattery, glittering generalities, logical fallacies) used in media messages.	This objective falls outside the scope of Scholastic Read 180, Stage A.

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5.M.2. Create presentations, including graphics, using computer technology.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235  Teaching Resources Paperbacks: 104, 105
<b>Strand: English Language Conventions (<i>Continue to address earlier standards as needed and as they apply to more difficult text.</i>)</b>	
5.EL.1. Recognize that a word performs different functions according to its position in the sentence.	The opportunity to address this objective is available. See the following: RBook TE and rBook SE: 102, 126, 234  Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 174, 175, 176, 177, 178, 179, 186, 187, 193, 194, 195
5.EL.2. Identify verb phrases and verb tenses.	RBook TE and rBook SE: 102, 158  Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 174, 175, 178, 179
5.EL.3. Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).	RBook TE and rBook SE: 102, 126, 234  Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 174, 175, 176, 177, 178, 179, 186, 187, 193, 194, 195
5.EL.4. Identify and use correct punctuation, including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.	RBook TE and rBook SE: 103, 251  Resources for Differentiated Instruction Book 2: 73, 128, 206, 207, 208, 209

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5.EL.5. Use correct capitalization.	RBook TE and rBook SE: 51
5.EL.6. Identify and employ correct usage for	
<ul style="list-style-type: none"> <li>• troublesome verbs (e.g., lie/lay, sit/set, rise/raise);</li> </ul>	<p>The opportunity to address this objective is available. See the following:  RBook TE and rBook SE: 126</p> <p>Resources for Differentiated Instruction  Book 2: 176, 177</p>
<ul style="list-style-type: none"> <li>• modifiers; and</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• nominative, objective, and possessive pronouns.</li> </ul>	Resources for Differentiated Instruction Book 2: 180, 181, 184, 185
5.EL.7. Spell roots, suffixes, and prefixes correctly.	<p>RBook TE and rBook SE: 20, 21, 73, 153, 201</p> <p>Resources for Differentiated Instruction  Book 1: 256, 257, 258, 259, 266, 267, 268, 269</p>