

Scholastic *READ 180, Stage A* ©2005
correlated to
Hawaii Content and Performance Standards III for Language Arts
Grade 4

Hawaii Content and Performance Standards III for Language Arts Grade 4	Scholastic <i>READ 180, Stage A</i> ©2005
Strand: Reading	
Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic: Vocabulary and Concept Development	
LA.4.1.1 Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	rBook TE and rBook SE: 20-21, 44-45, 72-73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229 Resources for Differentiated Instruction Book 1: 242-243, 256-257, 258-259, 266-267, 268-269, 270-271 Teaching Resources Topic Software: 12-13
Topic: Locating Sources/Gathering Information	
LA.4.1.2 Use print and online resources to clarify meaning and usage	rBook TE and rBook SE: 228-229 Resources for Differentiated Instruction Book 1: 244-245, 252-253
Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts	
Topic: Understanding Text Structures	
LA.4.2.1 Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts	rBook TE and rBook SE: 18, 42, 94-95, 118, 198-199, 224-225 Resources for Differentiated Instruction Book 1: 326, 327

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LA.4.2.2 Use organizational patterns (e.g., sequential, cause and effect) to access and understand information	rBook TE and rBook SE: 32C-32D, 34-43, 108C-108D, 112-119, 164C-164D, 166-175, 188C-188D, 190-199 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301 Teaching Resources Topic Software: 18, 19, 27, 33, 49, 54, 55, 62, 63, 69
LA.4.2.3 Describe and use text structures common to many texts (e.g., index, glossary, bibliography)	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 13, 41, 60, 67, 89, 114, 138, 169, 190, 214
Topic: Constructing Meaning	
LA.4.2.4 Distinguish fact from opinion and cause from effect when reading informational texts	rBook TE and rBook SE: 52, 104, 164C-164D, 166-175, 186, 197 Resources for Differentiated Instruction Book 1: 296-297, 322 Teaching Resources Topic Software: 27, 49, 54, 55, 56
LA.4.2.5 Summarize main points found in informational texts	rBook TE and rBook SE: 84C-84D, 86-95 Resources for Differentiated Instruction Book 1: 294, 347, 398 Teaching Resources Topic Software: 18, 30, 32

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Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical	
Topic: Interpretive Stance	
LA.4.3.1 Explain the problem or conflict in a story and how it is resolved	rBook TE and rBook SE: 65, 137, 147 Resources for Differentiated Instruction Book 1: 300-301, 336, 355, 356, 402, 403
LA.4.3.2 Explain how a theme is used across various genres and texts	rBook TE and rBook SE: 227
Topic: Critical Stance	
LA.4.3.3 Explain how the author’s choice of language and use of literary elements contribute to the author’s purpose and the effectiveness of the text	rBook TE and rBook SE: 56-71, 134-149, 150-151, 226-227 Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 332, 333, 334, 335, 336, 337
Topic: Literary Elements	
LA.4.3.4 Describe the comparisons made by similes and metaphors	Resources for Differentiated Instruction Book 1: 333, 348
Topic: Personal Connection	
LA.4.3.5 Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life	rBook TE and rBook SE: 60, 64, 66, 140, 144, 146, 214, 218, 224, 226

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Strand: Writing	
Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	
Topic: Range of Writing	
LA.4.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> • narratives that follow a plot and describe a setting and characters 	rBook TE and rBook SE: 46-51, 178-183, 230-235 Resources for Differentiated Instruction Book 1: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • poems that provide insight into why the topic is memorable 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> • responses to literature 	rBook TE and rBook SE: 64, 74-79, 140, 144, 154-159 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> • reports that focus on a central question and incorporate summaries from research 	Resources for Differentiated Instruction Book 2: 74, 89, 139-150
<ul style="list-style-type: none"> • accounts based on personal experience that have a clear focus and supporting details 	rBook TE and rBook SE: 46-51, 178-183, 230-235 Resources for Differentiated Instruction Book 2: 19-23
<ul style="list-style-type: none"> • pieces to reflect on learning and to solve problems 	rBook TE and rBook SE: 74-79 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113

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Topic: Sentence Structure and Grammar	
LA.4.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> • compound sentences 	<p>The opportunity to address this objective is available. See the following:</p> <p>rBook TE and rBook SE: 50</p> <p>Resources for Differentiated Instruction Book 2: 208-209</p>
<ul style="list-style-type: none"> • dialogue 	<p>rBook TE and rBook SE: 207</p> <p>Resources for Differentiated Instruction Book 2: 24, 28</p>
<ul style="list-style-type: none"> • forms of common irregular nouns and verbs 	<p>rBook TE and rBook SE: 126</p> <p>Resources for Differentiated Instruction Book 2: 164-165, 176-177</p>
<ul style="list-style-type: none"> • subject-verb agreement with compound subjects 	<p>rBook TE and rBook SE: 158</p> <p>Resources for Differentiated Instruction Book 2: 178-179</p>
<ul style="list-style-type: none"> • plural possessives 	<p>rBook TE and rBook SE: 159</p> <p>Resources for Differentiated Instruction Book 2: 182-183</p>
<ul style="list-style-type: none"> • transitional words 	<p>Resources for Differentiated Instruction Book 2: 54, 58, 114, 118</p>

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Topic: Punctuation, Capitalization, Spelling, and Handwriting	
LA.4.4.3 Spell grade-appropriate words that have a variety of spelling patterns	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235 Resources for Differentiated Instruction Book 1: 206, 207, 210, 211, 213, 214, 222, 226 Book 2: 14, 19, 24, 29, 34
LA.4.4.4 Edit writing to correct use of following punctuation:	
<ul style="list-style-type: none"> • commas in a series of multi-word items, in compound sentences, and after introductory phrases 	rBook TE and rBook SE: 103, 127 Resources for Differentiated Instruction Book 2: 200-201, 206-207, 208-209
<ul style="list-style-type: none"> • apostrophes in contractions with pronouns 	Resources for Differentiated Instruction Book 2: 196-197
<ul style="list-style-type: none"> • underlining/italics or quotation marks, as appropriate, to indicate titles 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
LA.4.4.5 Edit writing to correct capitalization:	
<ul style="list-style-type: none"> • first and important words in a title 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
<ul style="list-style-type: none"> • historical periods 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
<ul style="list-style-type: none"> • special events 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 51
LA.4.4.6 Write legibly and fluently in print or cursive	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 223

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Topic: Citing Sources	
LA.4.4.7 Writes a simple bibliography entry for a book and website (e.g., author, title, publisher, copyright)	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147
Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose	
Topic: Meaning	
LA.4.5.1 Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235 Resources for Differentiated Instruction Book 2: 24-28, 29-33, 34-38, 64-68, 69-73, 74-78, 89-93, 104-108, 109-113
Topic: Design	
LA.4.5.2 Use paragraphs and transitions to organize related information and move the reader from one idea to the next	rBook TE and rBook SE: 24-25, 48-49, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233 Resources for Differentiated Instruction Book 2: 54, 58, 114, 118
Topic: Clarity	
LA.4.5.3 Use figurative language to emphasize meaning	Resources for Differentiated Instruction Book 2: 49, 53, 134-138
LA.4.5.4 Use a variety of simple and compound sentence structures for fluency and to support meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 50 Resources for Differentiated Instruction Book 2: 208-209

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Topic: Voice	
LA.4.5.5 Convey enthusiasm for the topic	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 59, 64, 74, 79, 89, 94, 99, 104, 109, 114, 124
Strand: Oral Communication	
Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	
Topic: Discussion and Presentation	
LA.4.6.1 Participate in grade-appropriate oral group activities	rBook TE and rBook SE: 16, 17, 23, 34, 39, 40, 47, 68, 75, 91, 92, 99, 110, 111, 123, 138, 150, 190, 195, 220 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181 Book 3: 21, 25, 26, 34, 38, 43, 45, 50
LA.4.6.2 Give short, informal presentations to inform or persuade	Resources for Differentiated Instruction Book 2: 74, 94, 99, 104 Book 3: 62, 70
Topic: Critical Listening	
LA.4.6.3 Use visual structures and summarize key ideas when listening to oral messages in order to improve comprehension	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74
LA.4.6.4 Distinguish between supporting facts and opinions in oral messages	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .

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Topic: Delivery	
LA.4.6.5 Vary expression, pacing, pitch, and intonation according to content and purpose	Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177
LA.4.6.6 Use gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word	Resources for Differentiated Instruction Book 1: 176-177 Book 2: 74
LA.4.6.7 Monitor feedback from listeners to check for understanding	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177 Book 2: 74
LA.4.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
Topic: Media Comprehension and Interpretation	
LA.4.6.9 Identify techniques used to convey messages in visual media	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation	
Topic: Meaning	
LA.4.7.1 Use prior knowledge, input from others, and text resources to develop ideas for speaking	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
LA.4.7.2 Add details to support meaning	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104

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Topic: Design	
LA.4.7.3 Organize a speech to emphasize important points and relate them to one another	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104
Topic: Clarity	
LA.4.7.4 Select words and phrases that clarify the message when speaking	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104

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Strand: Reading	
Standard 1: Reading: Conventions and Skills: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic: Vocabulary and Concept Development	
LA.5.1.1 Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins	rBook TE and rBook SE: 20-21, 44-45, 72-73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229 Resources for Differentiated Instruction Book 1: 242-243, 256-257, 258-259, 266-267, 268-269, 270-271 Teaching Resources Topic Software: 12-13
Topic: Locating Sources/Gathering Information	
LA.5.1.2 Use a variety of grade-appropriate print and online resources to research a topic	Resources for Differentiated Instruction Book 2: 74, 89, 141-142
Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts	
Topic: Understanding Text Structures	
LA.5.2.1 Use organizational patterns (e.g., compare and contrast, proposition and support) to access information	rBook TE and rBook SE: 32C-32D, 34-43, 108C-108D, 112-119, 164C-164D, 166-175, 188C-188D, 190-199 Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301 Teaching Resources Topic Software: 18, 19, 27, 33, 49, 54, 55, 62, 63, 69

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Topic: Constructing Meaning	
LA.5.2.2 Make inferences and draw conclusions about grade-appropriate texts	rBook TE and rBook SE: 17, 42, 110, 138, 147, 212C-212D, 214-215, 216-225 Resources for Differentiated Instruction Book 1: 302-303, 304-305 Teaching Resources Topic Software: 32, 33, 36, 37, 38, 39, 42, 43, 45, 49
LA.5.2.3 Distinguish between explicit and implied information	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 17, 42, 110, 138, 147, 149, 212C-212D, 214-215, 216-225, 227 Resources for Differentiated Instruction Book 1: 302-303, 304-305, 312-313 Teaching Resources Topic Software: 32, 33, 36, 37, 38, 39, 42, 43, 45, 49
Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical	
Topic: Interpretive Stance	
LA.5.3.1 Cite specific information or ideas in the text that support and develop the author's message or theme	rBook TE and rBook SE: 132E-132F, 149, 227 Resources for Differentiated Instruction Book 1: 312-313, 358, 369, 410
LA.5.3.2 Explain the relationship between plot events and how they build to the resolution of the selections primary conflict	rBook TE and rBook SE: 56E-56F, 56-71, 134-149 Resources for Differentiated Instruction Book 1: 310-311, 336, 367, 368, 408, 409

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LA.5.3.3 Explain how characters evolve over the course of a work	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 56-71, 132C-132D, 134-149 Resources for Differentiated Instruction Book 1: 306-307, 362, 363-364, 406
Topic: Critical Stance	
LA.5.3.4 Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text	rBook TE and rBook SE: 227 Resources for Differentiated Instruction Book 1: 331, 391, 392, 416
LA.5.3.5 Describe how the author’s choice of words or use of imagery contributes to overall quality and reader’s enjoyment	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 137, 139, 141 Resources for Differentiated Instruction Book 1: 329, 333, 348, 388
Topic: Literary Elements	
LA.5.3.6 Identify the meaning of common idioms (e.g., found in a text <i>from the frying pan into the fire, cat got your tongue, raining cats and dogs</i>)	rBook TE and rBook SE: 13, 86, 90, 120-121, 214 Resources for Differentiated Instruction Book 1: 272, 273
Topic: Personal Connection	
LA.5.3.7 Describe similarities and differences between characters and themes in literary texts and personal or real world experiences	rBook TE and rBook SE: 60, 64, 66, 140, 144, 146, 214, 218, 224, 226

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Strand: Writing	
Standard 4: Writing: Conventions and Skills: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	
Topic: Range of Writing	
LA.5.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:	
<ul style="list-style-type: none"> • narratives that include plot, setting, characters, and a conflict 	rBook TE and rBook SE: 46-51, 178-183, 230-235 Resources for Differentiated Instruction Book 1: 14-18, 19-23, 24-28, 29-33, 34-38, 39-43
<ul style="list-style-type: none"> • poems that use figurative language to convey a theme or impression 	Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> • reports incorporating a framing question and including research from two or more sources 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 89, 139-150
<ul style="list-style-type: none"> • responses to literature 	rBook TE and rBook SE: 64, 74-79, 140, 144, 154-159 Resources for Differentiated Instruction Book 2: 99-103
<ul style="list-style-type: none"> • pieces related to completing tasks 	Resources for Differentiated Instruction Book 2: 114-118
<ul style="list-style-type: none"> • notes summarizing what they have read or heard 	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 316, 373, 412 Book 2: 141-143

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<ul style="list-style-type: none"> pieces to reflect on learning and to solve problems 	rBook TE and rBook SE: 74-79 Resources for Differentiated Instruction Book 2: 94-98, 99-103, 104-108, 109-113
Topic: Sentence Structure and Grammar	
LA.5.4.2 Form and use the following grammatical constructions correctly when editing writing:	
<ul style="list-style-type: none"> complex sentences 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 50 Resources for Differentiated Instruction Book 2: 158-159
<ul style="list-style-type: none"> introductory phrases and subordinate clauses 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 127 Resources for Differentiated Instruction Book 2: 158-159, 212-213
<ul style="list-style-type: none"> noun-pronoun agreement with intervening words or phrases 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 182 Resources for Differentiated Instruction Book 2: 180-181
<ul style="list-style-type: none"> appositives 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
<ul style="list-style-type: none"> relative clauses 	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 158-159

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LA.5.4.3 Recognize and correct run-on sentences and fragments	rBook TE and rBook SE: 26, 50, 78, 235 Resources for Differentiated Instruction Book 2: 202-203, 210-211
Topic: Punctuation, Capitalization, and Spelling	
LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235 Resources for Differentiated Instruction Book 1: 206, 207, 210, 211, 213, 214, 222, 226 Book 2: 14, 19, 24, 29, 34
LA.5.4.5 Edit writing to correct use of following punctuation:	
<ul style="list-style-type: none"> • parentheses 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
<ul style="list-style-type: none"> • commas with relative clauses 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
<ul style="list-style-type: none"> • commas with appositives, if needed 	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
Topic: Citing Sources	
LA.5.4.6 Write bibliographical entries for periodicals	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 147
Standard 5: Writing: Rhetoric: Use rhetorical devices to craft writing appropriate to audience and purpose	
Topic: Meaning	
LA.5.5.1 Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 24, 34, 39, 54, 74, 79, 89, 109, 134

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LA.5.5.2 Use significant details and relevant information to develop meaning	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 202-207, 230-235 Resources for Differentiated Instruction Book 2: 14-18, 24-28, 34-38, 39-43, 54-58, 59-63, 84-88, 104-108, 109-113
Topic: Design	
LA.5.5.3 Organize writing to exclude extraneous details and inconsistencies	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 202-207, 230-235 Resources for Differentiated Instruction Book 2: 14-18, 24-28, 34-38, 39-43, 54-58, 59-63, 84-88, 104-108, 109-113
LA.5.5.4 Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness	rBook TE and rBook SE: 24-25, 48-49, 76-77, 100-101, 124-125, 156-157, 180-181, 204-205, 232-233 Resources for Differentiated Instruction Book 2: 54, 58, 114, 118
Topic: Clarity	
LA.5.5.5 Use clear and precise vocabulary to support meaning	rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232 Resources for Differentiated Instruction Book 2: 59, 63, 104, 108

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LA.5.5.6 Improve clarity by combining sentences, varying sentences, or rearranging text	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: 69, 73, 154-155, 158-159, 208-209, 212-213
Topic: Voice	
LA.5.5.7 Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem)	rBook TE and rBook SE: 23, 123
Strand: Oral Communication	
Standard 6: Oral Communication: Conventions and Skills: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	
Topic: Discussion and Presentation	
LA.5.6.1 Use speaking and listening skills to fill a prescribed role in group activities	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 17, 23, 34, 39, 40, 47, 68, 75, 91, 92, 99, 110, 111, 123, 138, 150, 190, 195, 220 Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177, 180-181 Book 3: 21, 25, 26, 34, 38, 43, 45, 50
LA.5.6.2 Give informal presentations or reports to inform	Resources for Differentiated Instruction Book 2: 74, 94, 99, 104 Book 3: 62, 70

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Topic: Critical Listening	
LA.5.6.3 Recall oral messages by noting key ideas and relating them to the speaker's purpose	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74
LA.5.6.4 Form an opinion or draw a conclusion about key points in oral messages	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 94, 99
Topic: Delivery	
LA.5.6.5 Vary pitch and stress to emphasize intended meaning	Resources for Differentiated Instruction Book 1: 164-165, 168-169, 172-173, 176-177
LA.5.6.6 Use gestures, facial expressions, and eye contact to enhance the spoken word	Resources for Differentiated Instruction Book 1: 176-177 Book 2: 74
LA.5.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
Topic: Media Comprehension and Interpretation	
LA.5.6.8 Describe how advertising techniques are used in various media	This objective falls outside the scope of Scholastic <i>READ 180, Stage A</i> .
Standard 7: Oral Communication: Rhetoric: Adapt messages appropriately to address audience, purpose, and situation	
Topic: Meaning	
LA.5.7.1 Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104

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Hawaii Content and Performance Standards III for Language Arts
Grade 5

Hawaii Content and Performance Standards III for Language Arts Grade 5	Scholastic <i>READ 180, Stage A</i> ©2005
Topic: Design	
LA.5.7.2 Include an introduction, transitions, and a conclusion to organize speaking	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104
Topic: Clarity	
LA.5.7.3 Select words and construct sentences to clarify message when speaking	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104