

**Scholastic *READ 180* – Stage A correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 4
<b>Reading (1.2)</b>	
<b>Arts and Humanities (2.24, 2.25)</b>	
<b>Students apply appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses. Students will</b>	
<ul style="list-style-type: none"> <li>understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1).</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b> Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge, thus connecting to students' lives.  <b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123  <b>Reading Strategies Book, Volume 2:</b> 6, 10, 12, 37, 46, 52, 73, 78-79, 84, 94-95, 106-107, 110-111, 120, 122-123  <b>Teacher's Guide:</b> The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
<ul style="list-style-type: none"> <li>recognize characteristics and elements of different kinds of works.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 46, 52, 88, 112  <b>Reading Strategies Book, Volume 2:</b> 19, 22, 55, 58, 59, 96, 100  <b>Teacher's Guide:</b> 145, 159, 163, 165, 167, 179, 189, 191, 197, 219, 221, 227  <b>Teacher's Resource Book:</b> 136, 137, 139, 140, 142, 147, 151, 153, 155, 162, 163, 164, 165, 166, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 185, 186, 187, 188, 190, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> <li>utilize text features and organizational patterns to interpret transactive reading materials (informational, practical/workplace, and persuasive).</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher's Resource Book:</b> 128, 141  <b><u>Teacher Materials</u></b> (Non-fiction teacher hits)  <b>Reading Strategies Book, Volume 1:</b> 5, 8, 11, 14, 17, 23, 26, 29, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106  <b>Reading Strategies Book, Volume 2:</b> 6, 12, 24, 25, 30, 31, 40, 42, 60, 61, 66, 76, 102-103, 104, 106-107, 110-111, 124</p>
<ul style="list-style-type: none"> <li>respond to authors' opinions and details used to support those opinions.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 2:</b> 7, 13, 34, 37, 43, 49, 70, 73, 80, 88, 116, 120</p>
<ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b> Students read passages on the <i>READ 180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.  <b>Paperbacks:</b> All the paperback titles offer students the opportunity to read independently.</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</b> Students are given the opportunity to read the passages from the <i>Reading Strategies Books</i> independently.</p>

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<ul style="list-style-type: none"> <li>• employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).</li> </ul>	<p><b><u>Student Materials</u></b> (Reread)  <b>Software:</b> The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p><b>Audiobooks:</b>  <i>Back to the Titanic!</i>: 32  <i>Favorite Greek Myths</i>: 46  <i>The Journal of Joshua Loper</i>: 52  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 21  <i>The Ostrich Chase</i>: 88</p> <p><b><u>Student Materials</u></b> (Context Clues)  <b>Audiobooks:</b>  <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103  <i>Beautiful Warrior</i>: 7 and 30  <i>Favorite Greek Myths</i>: 46, 51, 68, and 70  <i>For Your Eyes Only!</i>: 11, 25, and 95  <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40  <i>The Journal of Joshua Loper</i>: 10, 15, and 60  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, 90  <i>The Magnificent Mummy Maker</i>: 4, 7, and 17  <i>The Music of Dolphins</i>: 5 and end of Ch. 38  <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80  <i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1:</b> 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p><b><u>Student Materials</u></b> (Predicting)  <b>Audiobooks:</b>  <i>Back to the Titanic!</i>: 41, 73, and end of Ch. 8  <i>Beautiful Warrior</i>: 12, 20, and 30  <i>Favorite Greek Myths</i>: 52  <i>For Your Eyes Only!</i>: 40, 42, and 73  <i>I Thought My Soul Would Rise and Fly</i>: 22 and 149  <i>Jonah the Whale</i>: 11, 30, and 64  <i>The Journal of Joshua Loper</i>: 44  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 71 and 76  <i>The Magnificent Mummy Maker</i>: 7, 31, and 71  <i>The Music of Dolphins</i>: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48  <i>Pacific Crossing</i>: 38 and end of Chs. 8 and 13</p> <p><b><u>Student Materials</u></b> (Drawing conclusions)  <b>Software:</b> 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Back to the Titanic!</i>: end of Ch. 5</p>

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	<p><i>Beautiful Warrior</i>: 25  <i>Favorite Greek Myths</i>: 46, 51, and 68  <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116  <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149  <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, end of Ch. 10  <i>The Journal of Joshua Loper</i>: 33, 86, and 88  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76  <i>The Magnificent Mummy Maker</i>: 47  <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19  <i>The Ostrich Chase</i>: 42, 55, and 80  <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, end of Ch. 16</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 18, 54, 95  <b>Reading Strategies Book, Volume 2</b>: 10, 46, 84</p> <p><b>Teacher’s Guide</b>:  <b>Software</b>: 51, 125, 133  <b>Audiobooks</b>: 157  <b>Paperbacks</b>: 183, 185, 199, 215  <b>Teacher’s Resource Book</b>: 118</p> <p><b>Teacher Materials</b> (self-monitoring strategies)  <b>Reading Strategies Book, Volume 2</b>: 16, 52, 92</p>
<ul style="list-style-type: none"> <li>use contextual vocabulary and comprehension strategies to understand text.</li> </ul>	<p><b>Student Materials</b> (Comprehension strategies)  <b>Software</b>: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.  <b>Audiobooks</b>: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123  <b>Teacher’s Guide</b>: The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p> <p><b>Student Materials</b> (Vocabulary)  <b>Software</b>: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Spelling, and Success Zones to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.  <b>Audiobooks</b>: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>

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	<p><b>Reading Strategies Book, Volume 2:</b> 10, 16, 19, 25, 40, 46, 52, 55, 61, 70, 84, 92, 96, 104, 124</p> <p><b>Teacher’s Guide:</b> 48, 58, 68, 78, 88, 98, 108, 118, 128</p>
<b>Writing (1.11)</b>	
<b>Arts and Humanities (2.22)</b>	
<p><b>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.</b></p>	
<b>Students will</b>	
<ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3)</li> </ul>	<p><b>Teacher Materials</b> (respond to reading)  <b>Teacher’s Guide:</b> 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207  <b>Teacher’s Resource Book:</b> 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p> <p><b>Teacher Materials</b> (Journal)  <b>Teacher’s Guide:</b> 151, 163, 193  <b>Teacher’s Resource Book:</b> 131, 149, 179</p> <p><b>Teacher Materials</b> (Outline, timeline)  <b>Teacher’s Guide:</b> 101, 225</p>
<ul style="list-style-type: none"> <li>use information from technology and other resources to produce writing that develops and supports independent ideas (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Teacher Materials</b> (Report)  <b>Teacher’s Guide:</b> 165, 199, 215, 217</p> <p><b>Teacher’s Resource Book:</b> 126, 134, 139, 145, 148, 156, 159, 160, 184, 186, 187, 201</p> <p><b>Teacher Materials</b> (Plan web page)  <b>Teacher’s Guide:</b> 181, 185  <b>Teacher’s Resource Book:</b> 178  <b>Writing and Grammar Strategies:</b> 34, 37, 70, 73, 116, 120</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening observing, and/or inquiry (additional supporting Academic Expectation 6.3).</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher Materials</b> (Song lyrics, poems)  <b>Teacher’s Guide:</b> 51, 81, 159  <b>Teacher’s Resource Book:</b> 128, 148, 165, 169</p> <p><b>Teacher Materials</b> (tribute, memorial)  <b>Teacher’s Guide:</b> 115, 137, 177, 201, 207, 229  <b>Teacher’s Resource Book:</b> 126, 139, 149, 152</p> <p><b>Teacher Materials</b> (Interview)  <b>Teacher’s Guide:</b> 57, 105, 155  <b>Teacher’s Resource Book:</b> 135, 144, 159, 160, 161, 181</p> <p><b>Teacher Materials</b> (Announcement)  <b>Teacher’s Guide:</b> 93</p>

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	<p><b>Teacher Materials</b> (Web page)  <b>Teacher's Guide:</b> 181, 185  <b>Teacher's Resource Book:</b> 178</p> <p><b>Teacher Materials</b> (Article)  <b>Teacher's Guide:</b> 199, 217  <b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p> <p><b>Teacher Materials</b> (Letters, email)  <b>Teacher's Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221  <b>Teacher's Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188            Writing and Grammar Strategies: 91, 101, 96, 127</p>
<ul style="list-style-type: none"> <li>write literary pieces that show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2).</li> </ul>	<p><b>Teacher Materials</b>  <b>Reading Strategies Book:</b> 39, 75, 123  <b>Teacher's Guide:</b>  <b>Paperbacks:</b> 193, 207, 219            Teacher's Resource Book: 125</p> <p><b>Student Materials</b> (Plot)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40  <i>Jonah the Whale:</i> 7 and 19  <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7  <i>The Magnificent Mummy Maker:</i> 3  <i>The Music of Dolphins:</i> 3  <i>The Ostrich Chase:</i> 12 and 69  <i>Pacific Crossing:</i> end of Ch. 1</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book:</b> 36, 72, 119</p> <p><b>Teacher's Guide:</b>  <b>Audiobooks:</b> 165  <b>Paperbacks:</b> 195            Teacher's Resource Book: 124  <b>Writing and Grammar Strategies:</b> 26, 36, 73, 74, 76, 78, 79, 81, 91, 96, 101, 106, 113, 127</p>
<ul style="list-style-type: none"> <li>write personal pieces to communicate ideas.</li> </ul>	<p><b>Teacher Materials</b> (Narrative)  <b>Teacher's Guide:</b> 145, 165, 175  <b>Teacher's Resource Book:</b> 133, 184, 191</p> <p><b>Teacher Materials</b> (Exposition)  <b>Teacher's Guide:</b> 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher Materials</b> (Song lyrics, poems)  <b>Teacher's Guide:</b> 51, 81, 159  <b>Teacher's Resource Book:</b> 128, 148, 165, 169  <b>Teacher's Resource Book:</b> 178</p>

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	<p><b>Teacher Materials</b> (Letters, email)  <b>Teacher’s Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221  <b>Teacher’s Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188  <b>Writing and Grammar Strategies:</b> 8, 16, 18, 21, 23, 28, 36, 56, 66, 91, 96, 101, 113, 122, 127</p>
<ul style="list-style-type: none"> <li>identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Materials</b>  <b>Software:</b> 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4  <b>Teacher Materials</b>  <b>Writing and Grammar Strategies:</b> 17, 38, 43, 47, 52, 58, 73, 82, 88, 93, 103, 113, 118, 123, 140</p>
<b>Speaking/Listening/Observing (1.3, 1.4, 1.12)</b>	
<b>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Students will</b>	
<ul style="list-style-type: none"> <li>recognize the purpose and effectiveness of both formal and informal messages.</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 87, 93, 107, 113  <b>Teacher’s Resource Book:</b> 189, 191  <b>Writing and Grammar Strategies:</b> 23, 38, 88, 93, 103</p>
<ul style="list-style-type: none"> <li>prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations (additional supporting Academic Expectation 5.3).</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 87, 93, 107, 113  <b>Teacher’s Resource Book:</b> 189, 191</p>
<ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct authentic inquiry tasks (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 57, 105, 155  <b>Teacher’s Resource Book:</b> 135, 144, 159, 160, 161, 181</p>
<b>Inquiry (1.1)</b>	
<b>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for specific purposes. Students will</b>	
<ul style="list-style-type: none"> <li>identify information and resources needed to address student-developed questions.</li> </ul>	<p>The opportunity to address this objective is available on the following pages:  <b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 199, 217  <b>Teacher’s Resource Book:</b> 139, 145, 160, 186, 187  <b>Writing and Grammar Strategies:</b> 19, 34, 40, 55, 70, 76, 96, 116, 124</p>
<ul style="list-style-type: none"> <li>take notes from research.</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 199, 217  <b>Writing and Grammar Strategies:</b> 34, 70, 116</p>
<ul style="list-style-type: none"> <li>use technology as a research tool to explore and gather ideas and information for authentic tasks.</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 181, 185  <b>Teacher’s Resource Book:</b> 178</p>
<b>Technology as Communication (1.16)</b>	
<b>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes. Students will</b>	
<ul style="list-style-type: none"> <li>use technology to access ideas and information.</li> </ul>	<p><b>Teacher Materials</b>  <b>Teacher’s Guide:</b> 181, 185  <b>Teacher’s Resource Book:</b> 178</p>

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<ul style="list-style-type: none"> <li>• explore technology as a means of communication.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221  <b>Teacher's Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
<b>Reading (1.2)</b>	
<b>Arts and Humanities (2.24, 2.25)</b>	
<b>Students apply a variety of appropriate reading strategies to make sense of a variety of print and nonprint texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses. Students will</b>	
<ul style="list-style-type: none"> <li>identify meaning from a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1)</li> </ul>	<p><b>Student Materials</b></p> <p><b>Software:</b> Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge, thus connecting to students' lives.</p> <p><b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b>Teacher Materials</b></p> <p><b>Reading Strategies Book, Volume 1:</b> 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p><b>Reading Strategies Book, Volume 2:</b> 6, 10, 12, 37, 46, 52, 73, 78-79, 84, 94-95, 106-107, 110-111, 120, 122-123</p> <p><b>Teacher's Guide:</b> The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
<ul style="list-style-type: none"> <li>recognize characteristics and elements of different kinds of literary works.</li> </ul>	<p><b>Teacher Materials</b></p> <p><b>Teacher's Guide:</b> 145, 159, 163, 165, 167, 179, 189, 191, 197, 219, 221, 227</p> <p><b>Teacher's Resource Book:</b> 136, 137, 139, 140, 142, 147, 151, 153, 155, 162, 163, 164, 165, 166, 168, 169, 170, 171, 173, 175, 176, 177, 179, 182, 183, 185, 186, 187, 188, 190, 192, 193, 196, 197, 198, 199, 200</p> <p><b>Reading Strategies Book, Volume 1:</b> 46, 52, 88, 112</p> <p><b>Reading Strategies Guide, Volume 2:</b> 19, 22, 55, 58, 59, 96, 100</p>
<ul style="list-style-type: none"> <li>identify and apply information contained in directions and forms to complete authentic tasks.</li> </ul>	<p><b>Reading Strategies Guide, Volume 2:</b> 24, 25, 30, 60, 61, 66, 102-103, 104, 106-107, 110-111</p> <p><b>Writing and Grammar Strategies:</b> 58, 61</p>
<ul style="list-style-type: none"> <li>employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks.</li> </ul>	<p><b>Student Materials (Summarize)</b></p> <p><b>Software:</b> 1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2-3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2-3; 8.4, L2-3; 9.2, L1-3</p> <p><b>Audiobooks (Reading Coach Modeling)</b></p> <p><i>Back to the Titanic!</i>: end of Chs. 2, 4, 6, 7, and 9</p> <p><i>Beautiful Warrior</i>: 11 and end of Folio 15</p> <p><i>Favorite Greek Myths</i>: 45</p> <p><i>For Your Eyes Only!</i>: 6</p> <p><i>I Thought My Soul Would Rise and Fly</i>: 9, 43, 144, 164</p> <p><i>Jonah the Whale</i>: 7, 39, and end of Ch. 10</p> <p><i>The Journal of Joshua Loper</i>: 67 and 108</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom</i>: 11 and 90</p> <p><i>The Magnificent Mummy Maker</i>: 38, 81, and 130</p> <p><i>The Music of Dolphins</i>: 3, 5, and end of Ch. 24</p> <p><i>The Ostrich Chase</i>: 88, 97, and 113</p>

**Scholastic *READ 180* – Stage A correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<p><i>Pacific Crossing</i>: end of Chs. 2 and 9, 109, end of Ch. 16</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 9, 45, 83  <b>Reading Strategies Guide, Volume 2</b>: 34, 37, 70, 73, 116, 120</p> <p><b>Teacher’s Guide</b>:  <b>Software</b>: 63, 75, 83, 97, 101, 117  <b>Audiobooks</b>: 163  <b>Paperbacks</b>: 227, 229</p> <p><b>Teacher’s Resource Book</b>: 115  <b>Writing and Grammar Strategies</b>: 58, 93</p>
<ul style="list-style-type: none"> <li>select and read materials for enjoyment.</li> </ul>	<p><b>Student Materials</b>  <b>Software</b>: Students read passages on the <i>READ 180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p><b>Paperbacks</b>: All the paperback titles offer students the opportunity to read independently.</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: Students are given the opportunity to read the passages from the <i>Reading Strategies Book</i> independently.</p> <p><b>Reading Strategies Book, Volume 2</b>: 9, 21, 57, 82-83, 90-91, 98-99, 106-107, 114-115, 118-119, 122-123</p>
<ul style="list-style-type: none"> <li>respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting.</li> </ul>	<p><b>Student Materials</b> (summarize)  <b>Software</b>: 1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2-3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2-3; 8.4, L2-3; 9.2, L1-3</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Back to the Titanic!</i>: end of Chs. 2, 4, 6, 7, and 9  <i>Beautiful Warrior</i>: 11 and end of Folio 15  <i>Favorite Greek Myths</i>: 45  <i>For Your Eyes Only!</i>: 6  <i>I Thought My Soul Would Rise and Fly</i>: 9, 43, 144, 164  <i>Jonah the Whale</i>: 7, 39, and end of Ch. 10  <i>The Journal of Joshua Loper</i>: 67 and 108  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 11 and 90  <i>The Magnificent Mummy Maker</i>: 38, 81, and 130  <i>The Music of Dolphins</i>: 3, 5, and end of Ch. 24  <i>The Ostrich Chase</i>: 88, 97, and 113  <i>Pacific Crossing</i>: end of Chs. 2 and 9, 109, end of Ch. 16</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1</b>: 9, 45, 83</p>

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Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<p><b>Teacher's Guide:</b>  <b>Software:</b> 63, 75, 83, 97, 101, 117  <b>Audiobooks:</b> 163  <b>Paperbacks:</b> 227, 229  <b>Teacher's Resource Book:</b> 115  <b>Student Materials</b> (sequence)  <b>Software:</b> L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Back to the Titanic!</i>: 32 and end of Ch. 6  <i>Favorite Greek Myths</i>: 70  <i>I Thought My Soul Would Rise and Fly</i>: 66, 157, 168  <i>Jonah the Whale</i>: 17, 62, and 101  <i>Journal of Joshua Loper</i>: 73 and 81  <i>The Magnificent Mummy Maker</i>: 11, 81, and 130  <i>The Ostrich Chase</i>: 20, 100, and 113  <i>Pacific Crossing</i>: end of Chs. 2, 9, 12, and 16</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1:</b> 12, 48, 87  <b>Teacher's Guide:</b>  <b>Software:</b> 65, 91, 115  <b>Audiobooks:</b> 159  <b>Paperbacks:</b> 175  <b>Teacher's Resource Book:</b> 116</p> <p><b>Student Materials</b> (Compare/contrast)  <b>Software:</b> 1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3</p> <p><b>Audiobooks (Reading Coach Modeling)</b>  <i>Back to the Titanic!</i>: end of Chs. 5, 6, 7, and 11  <i>Beautiful Warrior</i>: 25 and end of Folio 15  <i>Favorite Greek Myths</i>: 45, 50, 66, and 68  <i>For Your Eyes Only!</i>: 22, 25, 40, and 113  <i>I Thought My Soul Would Rise and Fly</i>: 33, 61, and 157  <i>Jonah the Whale</i>: end of Ch. 7, and 98  <i>The Journal of Joshua Loper</i>: 92  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 32, 70, 90  <i>The Magnificent Mummy Maker</i>: 93 and 120  <i>The Music of Dolphins</i>: 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48  <i>The Ostrich Chase</i>: 100  <i>Pacific Crossing</i>: end of Chs. 3, 5, 6, and 7, and 66</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1:</b> 27, 63, 107  <b>Teacher's Guide:</b></p>

**Scholastic *READ 180* – Stage A correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<p><b>Software:</b> 123, 137  <b>Audiobooks:</b> 153  <b>Paperbacks:</b> 221, 223, 231  <b>Teacher’s Resource Book:</b> 121  <b>Writing &amp; Grammar Strategies:</b> 17, 32, 53, 55, 62, 97</p>
<ul style="list-style-type: none"> <li>use vocabulary and comprehension strategies in context, as well as technology, to understand text.</li> </ul>	<p><b>Student Materials</b> (Comprehension strategies)  <b>Software:</b> Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.  <b>Audiobooks:</b> In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1:</b> 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p><b>Teacher’s Guide:</b> The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p> <p><b>Student Materials</b> (Vocabulary)  <b>Software:</b> Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Spelling, and Success Zones to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.  <b>Audiobooks:</b> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><b>Teacher Materials</b>  <b>Reading Strategies Book, Volume 1:</b> 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124  <b>Reading Strategies Book, Volume 2:</b> 10, 16, 19, 25, 40, 46, 52, 55, 61, 70, 84, 92, 96, 104, 124  <b>Teacher’s Guide:</b> 48, 58, 68, 78, 88, 98, 108, 118, 128</p>
<b>Writing (1.11)</b>	
<b>Arts and Humanities (2.22)</b>	
<p><b>Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces. Students will</b></p>	
<ul style="list-style-type: none"> <li>respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3)</li> </ul>	<p><b>Teacher Materials</b> (respond to reading)  <b>Teacher’s Guide:</b> 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207  <b>Teacher’s Resource Book:</b> 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202  <b>Teacher Materials</b> (Journal)  <b>Teacher’s Guide:</b> 151, 163, 193  <b>Teacher’s Resource Book:</b> 131, 149, 179</p> <p><b>Teacher Materials</b> (Outline, timeline)</p>

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Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<p><b>Reading Strategies Guide, Volume 2:</b> 34, 70, 116  <b>Teacher’s Guide:</b> 101, 225  <b>Writing and Grammar Strategies:</b> 15, 20, 30, 35, 40, 45, 50, 55, 65, 73, 75, 76, 78, 81, 85, 90, 95, 100, 105, 111, 121, 126</p>
<ul style="list-style-type: none"> <li>use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations (additional supporting Academic Expectation 5.1)</li> </ul>	<p><b>Teacher Materials</b> (Report)  <b>Reading Strategies Guide, Volume 2:</b> 34, 37, 70, 73, 116, 120  <b>Teacher’s Guide:</b> 165, 199, 215, 217  <b>Teacher’s Resource Book:</b> 126, 134, 139, 145, 148, 156, 159, 160, 184, 186, 187, 201</p> <p><b>Teacher Materials</b> (Plan web page)  <b>Teacher’s Guide:</b> 181, 185  <b>Teacher’s Resource Book:</b> 178  <b>Writing and Grammar Strategies:</b> 98, 101, 102</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes (additional supporting Academic Expectation 6.3)</li> </ul>	<p><b>Teacher Materials</b> (Exposition)  <b>Teacher’s Guide:</b> 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher Materials</b> (Song lyrics, poems)  <b>Teacher’s Guide:</b> 51, 81, 159  <b>Teacher’s Resource Book:</b> 128, 148, 165, 169</p> <p><b>Teacher Materials</b> (tribute, memorial)  <b>Teacher’s Guide:</b> 115, 137, 177, 201, 207, 229  <b>Teacher’s Resource Book:</b> 126, 139, 149, 152</p> <p><b>Teacher Materials</b> (Interview)  <b>Teacher’s Guide:</b> 57, 105, 155  <b>Teacher’s Resource Book:</b> 135, 144, 159, 160, 161, 181</p> <p><b>Teacher Materials</b> (Announcement)  <b>Teacher’s Guide:</b> 93</p> <p><b>Teacher Materials</b> (Web page)  <b>Teacher’s Guide:</b> 181, 185  <b>Teacher’s Resource Book:</b> 178</p> <p><b>Teacher Materials</b> (Article)  <b>Teacher’s Guide:</b> 199, 217  <b>Teacher’s Resource Book:</b> 139, 145, 160, 186, 187</p> <p><b>Teacher Materials</b> (Letters, email)  <b>Teacher’s Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221  <b>Teacher’s Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
<ul style="list-style-type: none"> <li>write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes (additional supporting Academic Expectation 6.3)</li> </ul>	<p><b>Student Materials</b> (character)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>For Your Eyes Only!</i>: 42, 82, 83, and 131  <i>I Thought My Soul Would Rise and Fly</i>: 7  <i>Jonah the Whale</i>: 17, 26, 35, end of Ch. 5, and 65</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<p><i>The Journal of Joshua Loper</i>: 22, 54, 67, 92, 108, 122  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 50  <i>The Magnificent Mummy Maker</i>: 21 and 36  <i>The Music of Dolphins</i>: end of Chs. 1 and 17  <i>The Ostrich Chase</i>: 12 and 42  <i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1</b>: 33, 69, 115  <b>Teacher’s Guide</b>:  <b>Audiobooks</b>: 147, 155  <b>Paperbacks</b>: 191, 209, 217  Teacher’s Resource Book: 123</p> <p><b><u>Student Materials</u></b> (Setting)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>For Your Eyes Only!</i>: 108  <i>I Thought My Soul Would Rise and Fly</i>: 7 and 84  <i>The Journal of Joshua Loper</i>: 4, 18, and 124  <i>The Music of Dolphins</i>: end of Chs. 7 and 12  <i>The Ostrich Chase</i>: 23, 33, 69, and 80  <i>Pacific Crossing</i>: 9</p> <p><b>Paperbacks</b>:  <i>Animal E.R.</i>  <i>Navajo Long Walk</i>  <i>David Copperfield</i></p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1</b>: 39, 75, 123  <b>Teacher’s Guide</b>:  <b>Paperbacks</b>: 193, 207, 219  Teacher’s Resource Book: 125</p> <p><b><u>Student Materials</u></b> (Plot)  <b>Audiobooks (Reading Coach Modeling)</b>  <i>I Thought My Soul Would Rise and Fly</i>: 11 and 40  <i>Jonah the Whale</i>: 7 and 19  <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2 and 7  <i>The Magnificent Mummy Maker</i>: 3  <i>The Music of Dolphins</i>: 3  <i>The Ostrich Chase</i>: 12 and 69  <i>Pacific Crossing</i>: end of Ch. 1</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book, Volume 1</b>: 36, 72, 119</p> <p><b>Teacher’s Guide</b>:  <b>Audiobooks</b>: 165  <b>Paperbacks</b>: 195</p>

**Scholastic *READ 180* – Stage A correlated to the  
Kentucky Program of Studies for English/Language Arts, Grades 4 – 5**

Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	Teacher's Resource Book: 124 <b>Writing and Grammar Strategies:</b> 16, 26, 36, 73, 74, 76, 78, 79, 81, 91, 96, 101, 106, 113, 127
<ul style="list-style-type: none"> <li>write literary pieces which show an understanding of characteristics of literary works (additional supporting Academic Expectation 5.2)</li> </ul>	<p><b>Teacher Materials</b> (Exposition) <b>Teacher's Guide:</b> 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p><b>Teacher Materials</b> (Letters, email) <b>Teacher's Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221 <b>Teacher's Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188 <b>Writing and Grammar Strategies:</b> 8, 16, 18, 21, 23, 28, 36, 56, 66, 91, 96, 101, 113, 122, 127</p>
<ul style="list-style-type: none"> <li>apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<p><b>Student Materials</b> <b>Software:</b> 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><b>Teacher Materials</b> <b>Writing and Grammar Strategies:</b> 17, 38, 43, 47, 52, 58, 73, 82, 88, 93, 103, 113, 118, 123, 140</p>
<b>Speaking/Listening/Observing (1.3, 1.4, 1.12)</b>	
<b>Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences. Students will</b>	
<ul style="list-style-type: none"> <li>adjust communication based on audience, purpose, and situation.</li> </ul>	<p><b>Teacher Materials</b> <b>Teacher's Guide:</b> 87, 93, 107, 113 <b>Teacher's Resource Book:</b> 189, 191 <b>Writing and Grammar Strategies:</b> 13, 18, 28, 38, 43, 53, 58, 63, 73, 88, 93, 103, 113, 118, 123</p>
<ul style="list-style-type: none"> <li>prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations, with and without technology and visual aids (additional supporting Academic Expectations 5.3).</li> </ul>	<p><b>Teacher Materials</b> <b>Teacher's Guide:</b> 87, 93, 107, 113 <b>Teacher's Resource Book:</b> 189, 191 <b>Writing and Grammar Strategies:</b> 23, 38, 88, 93, 103</p>
<ul style="list-style-type: none"> <li>use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aids.</li> </ul>	<p><b>Teacher Materials</b> <b>Teacher's Guide:</b> 87, 107, 113 <b>Teacher's Resource Book:</b> 189, 191 <b>Writing and Grammar Strategies:</b> 23, 38, 88, 93, 103</p>
<ul style="list-style-type: none"> <li>apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks (additional supporting Academic Expectation 5.1).</li> </ul>	<p><b>Teacher Materials</b> <b>Reading Strategies Book, Volume 2:</b> 34, 37, 70, 73, 116, 120 <b>Teacher's Guide:</b> 57, 105, 155 <b>Teacher's Resource Book:</b> 135, 144, 159, 160, 161, 181 <b>Writing and Grammar Strategies:</b> 58, 93</p>
<b>Inquiry (1.1)</b>	
<b>Independently and collaboratively, students use a variety of resources, methods, and research tools to access ideas and information to learn and to communicate ideas for a specific purpose. Students will</b>	
<ul style="list-style-type: none"> <li>develop questions to obtain ideas and information for authentic tasks.</li> </ul>	<p><b>Teacher Materials</b> (Report hits) <b>Teacher's Guide:</b> 199, 217 <b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187</p> <p><b>Teacher Materials</b> (Interview)</p>

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Kentucky Program of Studies	<i>READ 180</i> – Stage A Grade 5
	<b>Teacher's Guide:</b> 57, 105, 155 <b>Teacher's Resource Book:</b> 135, 144, 159, 160, 161, 181 <b>Writing and Grammar Strategies:</b> 19, 34, 40, 55, 70, 76, 96, 116, 124
<ul style="list-style-type: none"> <li>identify types of resources for a variety of tasks and select resources appropriate for specific tasks (additional supporting Academic Expectation 5.4).</li> </ul>	<b>Teacher Materials</b> (Report hits) <b>Teacher's Guide:</b> 199, 217 <b>Teacher's Resource Book:</b> 139, 145, 160, 186, 187 <b>Writing and Grammar Strategies:</b> 19, 34, 40, 55, 70, 76, 96, 116, 124
<ul style="list-style-type: none"> <li>explore research tools to gather ideas and information for a variety of authentic tasks.</li> </ul>	<b>Teacher Materials</b> <b>Teacher's Guide:</b> 181, 185 <b>Teacher's Resource Book:</b> 178 <b>Writing and Grammar Strategies:</b> 34, 37, 70, 73, 116, 120
<ul style="list-style-type: none"> <li>identify sources by title and author in written and oral products.</li> </ul>	This objective falls outside the scope of Scholastic <i>READ 180</i> .
<b>Technology as Communication (1.16)</b>	
<b>Students use available and emerging technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes.</b>	
<b>Students will</b>	
<ul style="list-style-type: none"> <li>use technology to access ideas and information.</li> </ul>	<b>Teacher Materials</b> <b>Teacher's Guide:</b> 181, 185 <b>Teacher's Resource Book:</b> 178
<ul style="list-style-type: none"> <li>explore technology as a means of communication.</li> </ul>	<b>Teacher Materials</b> <b>Teacher's Guide:</b> 75, 83, 117, 147, 167, 189, 197, 221 <b>Teacher's Resource Book:</b> 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188