

Scholastic Read 180, Stage A ©2005
correlated to
Maryland Voluntary State Curriculum for Language Arts

Grade 4

Maryland Voluntary State Curriculum for Language Arts, Grade 4	Scholastic Read 180, Stage A ©2005
1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.	
B. Phonics	
1. Use a variety of phonetic skills to read unfamiliar words	
a. Apply phonics skills	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 41-43, 47-49, 53-55, 65-67, 77-79, 83-85, 89-91, 95-97, 101-103, 107-109, 137-139
1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183 Teaching Resources Topic Software: 24, 30, 36, 42, 48, 54, 60, 66
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 44-46, 50-52, 56-58, 62-64, 80-82, 86-88, 92-94, 98-100, 104-106, 137-139, 144-151
b. Demonstrate appropriate use of phrasing	
<ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text 	rBook TE and rBook SE: 107A, 131A, 211A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179
<ul style="list-style-type: none"> • Use punctuation cues to guide meaning and expression 	rBook TE and rBook SE: 55A, 83A, 107A, 163A, 187A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171
<ul style="list-style-type: none"> • Use pacing and intonation (emphasis on certain words) to convey meaning and expression 	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183

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<ul style="list-style-type: none"> • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171
c. Increase sight words read fluently	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 141-143, 146, 147, 148, 149, 151, 186, 187, 188, 189
1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	rBook TE and rBook SE: 9, 33, 57, 85, 109, 133, 165, 189, 213
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	rBook TE and rBook SE: 12, 16, 36, 40, 60, 70, 88, 110, 112, 138, 148, 168, 190, 192, 214, 216
c. Collect 12-20 new words for deeper study each week	rBook TE and rBook SE: 9, 14, 33, 38, 57, 64, 85, 90, 109, 114, 133, 140, 165, 170, 189, 194, 213, 218, 226 Resources for Differentiated Instruction Book 1: 276
2. Develop a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	rBook TE and rBook SE: 72, 97, 120, 152, 176 Resources for Differentiated Instruction Book 1: 140, 141-143, 144, 146, 147, 148, 149, 151, 236, 237, 240, 241, 242, 243, 325
b. Identify and explain word relationships to determine the meanings of words	rBook TE and rBook SE: 73, 153 Resources for Differentiated Instruction Book 1: 240, 241, 242, 243, 266, 267, 268, 269, 270, 271
c. Identify and use correctly new words acquired through study of their relationship to other words	rBook TE and rBook SE: 73, 153 Resources for Differentiated Instruction Book 1: 240, 241, 242, 243, 266, 267, 268, 269, 270, 271 Book 3: 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33

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3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	rBook TE and rBook SE: 16, 93, 96, 116 Resources for Differentiated Instruction Book 1: 236, 237, 238, 239, 240, 241, 242, 243, 254, 255, 264, 265
b. Use word structure to determine the meanings of words	rBook TE and rBook SE: 10, 19 Resources for Differentiated Instruction Book 1: 236, 237, 256, 257, 258, 259, 260, 261, 266, 267, 268, 269
c. Use resources to determine the meanings of words	rBook TE and rBook SE: 240-244 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	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: 49, 53, 59, 63, 74, 104, 108 Book 3: 21, 22, 35, 61
1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).	
E. General Reading Comprehension	
1. Develop comprehension skills through exposure to a variety of texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	rBook TE and rBook SE: 36-39, 40-43, 214-215, 216-225 Teaching Resources Topic Software: 36, 37, 38, 39, 49, 50, 51, 54, 57 Audiobooks: 17, 19, 22 Paperbacks: 16, 24, 31, 39
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	rBook TE and rBook SE: 10, 60-71, 112-115, 166, 226-227 Teaching Resources Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 29, 31, 35, 37, 39
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	rBook TE and rBook SE: 10, 16, 34, 40, 60, 66, 70, 86, 92, 110, 116, 138, 142, 150, 166, 172, 190, 196, 214, 224

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2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	rBook TE and rBook SE: 12, 16, 32, 36, 40, 56, 88, 92, 108, 116, 132, 150, 166, 168, 172, 192, 196, 214 Resources for Differentiated Instruction Book 1: 315
b. Set a purpose for reading the text	rBook TE and rBook SE: 38, 58, 60, 62, 64, 66, 68, 70, 92, 112, 134, 136, 138, 140, 142, 144, 148, 222
c. Make predictions and ask questions about the text	rBook TE and rBook SE: 10, 12, 16, 34, 36, 86, 88, 110, 112, 132, 166, 168, 172, 190, 192, 196, 214, 220 Teaching Resources Audiobooks: 20 Paperbacks: 17, 21
d. Make connections to the text from prior knowledge and experiences	rBook TE and rBook SE: 12, 18, 34, 40, 61, 67, 86, 92, 113, 118, 138, 146, 170, 174, 192, 198, 214, 218, 222, 226
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	rBook TE and rBook SE: 14, 38, 42, 66, 70, 90, 94, 114, 118, 140, 150, 170, 194, 198, 216, 226 Resources for Differentiated Instruction Book 1: 318
b. Use own words to restate the difficult part	rBook TE and rBook SE: 87, 89, 90, 91, 93, 95, 117 Resources for Differentiated Instruction Book 1: 294, 295, 347, 348 Teaching Resources Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 27, 39
c. Read on and revisit the difficult part	rBook TE and rBook SE: 60, 136
d. Skim the text to search for connections between and among ideas	rBook TE and rBook SE: 63, 67, 69, 143, 147 Resources for Differentiated Instruction Book 1: 315, 371-372

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e. Make, confirm, or adjust predictions	rBook TE and rBook SE: 132 Resources for Differentiated Instruction Book 1: 319, 376-377 Teaching Resources Audiobooks: 20 Paperbacks: 17, 21, 23, 25, 28, 30
f. Periodically summarize while reading	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 26, 27, 39
g. Periodically paraphrase important ideas or information	rBook TE and rBook SE: 90, 197
h. Visualize what was read for deeper understanding	rBook TE and rBook SE: 14, 38, 116, 218 Resources for Differentiated Instruction Book 1: 318, 375
i. Use a graphic organizer or another note taking technique to record important ideas or information	rBook TE and rBook SE: 39, 115, 191 Resources for Differentiated Instruction Book 1: 288, 289, 293, 298, 299, 301, 316, 393-394, 397, 401, 403, 412 Teaching Resources Paperbacks: 11, 12, 13, 14
j. Explain personal connections to the ideas or information in the text	rBook TE and rBook SE: 12, 16, 36, 60, 66, 86, 92, 112, 116, 168, 172, 190, 196, 224

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4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea	rBook TE and rBook SE: 10-11, 12-15, 16-19 Resources for Differentiated Instruction Book 1: 292, 293 Teaching Resources Topic Software: 19, 24, 25, 26, 30, 42, 43, 44, 45, 48, 50, 54, 56, 60, 63, 69 Paperbacks: 31
b. Identify and explain what is directly stated in the text	rBook TE and rBook SE: 52, 69, 80, 129, 160 Resources for Differentiated Instruction Book 1: 288, 289 Teaching Resources Topic Software: 20, 26, 32, 38, 50, 62, 68 Audiobooks: 18 Paperbacks: 11, 15, 22, 35, 37
c. Identify and explain what is not directly stated in the text by drawing inferences	rBook TE and rBook SE: 214-215, 216-225 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Topic Software: 20, 24, 32, 37, 43, 50, 67 Audiobooks: 14, 20, 24 Paperbacks: 12, 17, 22, 27, 32, 38
d. Draw conclusions or make generalizations about the text	rBook TE and rBook SE: 42, 110 Resources for Differentiated Instruction Book 1: 304, 305 Teaching Resources Topic Software: 21, 36, 39, 43, 45, 51, 55, 60, 61, 66, 68 Audiobooks: 17, 19, 25 Paperbacks: 20, 39
e. Confirm, refute, or make predictions and form new ideas	rBook TE and rBook SE: 132 Resources for Differentiated Instruction Book 1: 319, 376-377 Teaching Resources Audiobooks: 20, 48 Paperbacks: 17, 21, 23, 25, 28, 30

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f. Paraphrase the main idea	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 90, 197
g. Summarize	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 26, 27, 39
h. Connect the text to prior knowledge or personal experience	rBook TE and rBook SE: 12, 16, 36, 40, 60, 66, 67, 86, 92, 113, 146, 168, 172, 190, 196, 224, 226 Resources for Differentiated Instruction Book 1: 302, 303, 319
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
1. Develop comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	rBook TE and rBook SE: 16-19, 40-43, 92-95, 110-111, 116-119, 166-167, 172-175, 190-191, 196-199, 214-215 Resources for Differentiated Instruction Book 1: 314, 325 Teaching Resources Topic Software: 33 Audiobooks: 25 Paperbacks: 11, 15, 16, 22, 31, 35, 39
b. Read, use, and identify the characteristics of functional documents	rBook TE and rBook SE: 29, 53, 105, 129, 185, 209 Resources for Differentiated Instruction Book 1: 324, 327, 382-383, 386
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	rBook TE and rBook SE: 12-15, 88-91, 112-115, 161, 168-171, 192-195, 237 Resources for Differentiated Instruction Book 1: 328, 387 Teaching Resources Paperbacks: 11, 15, 16, 22, 31, 39

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2. Identify and use text features to facilitate understanding of informational texts	
a. Use print features	rBook TE and rBook SE: 8, 32, 84, 164, 188 Resources for Differentiated Instruction Book 1: 315, 324, 325, 371-372, 384
b. Use graphic aids	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 326, 327, 385, 386
c. Use informational aids	rBook TE and rBook SE: 2-5, 240-244 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
d. Use organizational aids	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 315, 325, 326, 327
e. Use online features	rBook TE and rBook SE: 161, 237 Resources for Differentiated Instruction Book 1: 328, 387
f. Identify and explain the contributions of text features to meaning	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 315, 325, 326, 327, 328
3. Develop knowledge of organizational structure of informational text to understand what is read	
a. Identify and analyze the organizational patterns of texts	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199 Resources for Differentiated Instruction Book 1: 291, 324, 325, 326
b. Identify and use words and phrases associated with common organizational patterns	rBook TE and rBook SE: 34-35, 36-39, 40-43, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199 Resources for Differentiated Instruction Book 1: 291, 296, 324, 325, 328, 342-343, 349, 382-383, 384, 387

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4. Determine important ideas and messages in informational texts	
a. Identify and explain the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 321, 379
b. Identify and explain the author's opinion	rBook TE and rBook SE: 52, 223 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381
c. State and support main ideas and messages	rBook TE and rBook SE: 10-11, 12-15, 16-19 Resources for Differentiated Instruction Book 1: 292, 293 Teaching Resources Topic Software: 19, 25, 30, 42, 44, 48, 50, 54, 57, 60, 62, 66, 69 Paperbacks: 15, 31, 43, 51
d. Summarize or paraphrase	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 347 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 39
e. Identify and explain information not related to the main idea	Resources for Differentiated Instruction Book 1: 314, 370
f. Identify and explain relationships between and among ideas	rBook TE and rBook SE: 14, 35, 36, 43, 89, 94, 119, 167, 169, 198 Resources for Differentiated Instruction Book 1: 314, 322, 323, 324, 325
g. Draw conclusions and inferences and make generalizations and predictions from text	rBook TE and rBook SE: 38, 42, 110, 214-215 Resources for Differentiated Instruction Book 1: 304, 305 Teaching Resources Topic Software: 20, 32, 37, 43, 49, 51, 55, 60, 66, 68 Audiobooks: 25 Paperbacks: 16, 22, 39

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h. Distinguish between a fact and an opinion	rBook TE and rBook SE: 52, 81, 104, 223 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381
i. Identify and explain how someone might use the text	Resources for Differentiated Instruction Book 1: 314, 315, 316, 317, 319, 322, 324, 325, 326, 327, 370, 371-372, 373, 374, 376-377, 380, 382-383, 384, 385, 386
j. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 10, 12, 18, 40, 42, 92, 110, 113, 118, 164, 188, 192, 212, 216
5. Identify and explain the author's use of language	
a. Identify and explain specific words or phrases that contribute to the meaning of a text	rBook TE and rBook SE: 10, 13, 33, 41, 86, 88, 90, 109, 110, 165, 170, 189, 190, 192, 213, 214, 217, 223 Resources for Differentiated Instruction Book 1: 325, 384
b. Identify and explain specific words and punctuation that create tone	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332, 391, 392
c. Identify and explain the effect of repetition of words and phrases	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 227 Resources for Differentiated Instruction Book 1: 335, 388
6. Read critically to evaluate informational text	
a. Explain whether the text fulfills the reading purpose	rBook TE and rBook SE: 14, 28, 52, 53, 104, 105, 112, 114, 128, 129, 184, 185, 208, 209, 236, 237
b. Identify and explain additions or changes to format or features that would make the text easier to understand	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
c. Identify and explain what makes the text a reliable source of information	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 381
d. Explain whether or not the author's opinion is presented fairly	Teacher's Edition: 81, 104, 223 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381

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e. Identify and explain information not included in the text	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
f. Identify and explain words and other techniques that affect the reader's feelings	rBook TE and rBook SE: 13, 86, 87, 88, 89, 90, 168, 169, 170, 192
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	rBook TE and rBook SE: 60-71, 226-227 Resources for Differentiated Instruction Book 1: 295, 348, 356, 357, 358, 363-364, 367 Teaching Resources Audiobooks: 14, 15, 17, 18, 19, 22, 24 Paperbacks: 24, 34, 36
b. Listen to critically, read, and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-71, 136-149, 150-151, 226-227 Resources for Differentiated Instruction Book 1: 295, 303, 312, 348, 357, 358, 369 Teaching Resources Audiobooks: 15, 18, 20, 21 Paperbacks: 12, 17, 20, 25, 29, 36
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how organizational aids contribute to meaning	rBook TE and rBook SE: 8, 10, 12, 16, 28, 32, 56, 132, 212
b. Identify and explain how graphic aids contribute to meaning	rBook TE and rBook SE: 56, 132
c. Identify and explain how informational aids contribute to meaning	rBook TE and rBook SE: 2-5, 240-244
3. Use elements of narrative texts to facilitate understanding	
a. Identify and distinguish among types of narrative texts	rBook TE and rBook SE: 60-71, 136-149 Resources for Differentiated Instruction Book 1: 310, 311, 367, 368 Teaching Resources Paperbacks: 13, 14, 17, 18, 19, 20, 22, 23, 24, 28, 33, 36, 40

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b. Identify and explain the elements of a story	rBook TE and rBook SE: 58-59, 134-135 Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 312, 313 Teaching Resources Audiobooks: 16, 19, 24 Paperbacks: 14, 21, 25, 28, 33, 37, 40
c. Identify and describe the setting and the mood	rBook TE and rBook SE: 61, 63, 65, 68, 69, 137, 139, 141, 143, 145, 147, 149, 150 Resources for Differentiated Instruction Book 1: 308, 309, 332, 365, 366
d. Identify and analyze the characters	rBook TE and rBook SE: 59, 63, 67, 71, 137, 141, 145, 149 Resources for Differentiated Instruction Book 1: 306, 307 Teaching Resources Topic Software: 37, 39 Audiobooks: 17, 24 Paperbacks: 18, 26, 30, 33, 37, 40
e. Identify and explain relationships between and among characters, setting, and events	rBook TE and rBook SE: 65, 69, 139, 141, 145, 147 Resources for Differentiated Instruction Book 1: 307, 308, 309, 310, 311
f. Identify and explain how the actions of the character(s) affect the plot	rBook TE and rBook SE: 65, 69, 139, 141, 145, 147 Resources for Differentiated Instruction Book 1: 306, 307, 310, 311 Teaching Resources Audiobooks: 14, 23 Paperbacks: 14, 21, 25, 29
g. Identify and describe the narrator	rBook TE and rBook SE: 60, 136, 218, 221 Resources for Differentiated Instruction Book 1: 320, 378
4. Use elements of poetry to facilitate understanding	
a. Use structural features to identify poetry as a literary form and distinguish among types of poems	rBook TE and rBook SE: 150-151, 226-227 Resources for Differentiated Instruction Book 1: 329, 335, 388, 392

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b. Identify and explain the meaning of words, lines, and stanzas	rBook TE and rBook SE: 151, 227 Resources for Differentiated Instruction Book 1: 329, 332, 333, 334, 335 Teaching Resources Audiobooks: 20
c. Identify and explain sound elements of poetry	rBook TE and rBook SE: 151 Resources for Differentiated Instruction Book 1: 274, 275, 329, 335, 388, 392 Teaching Resources Audiobooks: 20
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	rBook TE and rBook SE: 150-151, 226-227 Resources for Differentiated Instruction Book 1: 274, 275, 329, 332, 333, 335, 388, 392 Teaching Resources Audiobooks: 20
5. Use elements of drama to facilitate understanding	
a. Use structural features to identify a play as a literary form	Resources for Differentiated Instruction Book 1: 330, 389-390
b. Identify and explain the action of a scene	Resources for Differentiated Instruction Book 1: 330, 389-390
c. Identify and explain stage directions that help to create character and movement	Resources for Differentiated Instruction Book 1: 330, 389-390
d. Identify and explain stage directions and dialogue that help to create character	Resources for Differentiated Instruction Book 1: 330, 389-390
6. Determine important ideas and messages in literary texts	
a. Identify and explain main ideas and universal themes	rBook TE and rBook SE: 149, 227 Resources for Differentiated Instruction Book 1: 312, 313, 358, 359 Teaching Resources Audiobooks: 16, 19 Paperbacks: 21, 28, 33

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b. Identify and explain a similar theme in more than one text	rBook TE and rBook SE: 227 Resources for Differentiated Instruction Book 1: 331, 391, 392
c. Paraphrase the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Audiobooks: 17, 21, 23 Paperbacks: 17, 19, 20, 23, 26, 27
d. Summarize	Resources for Differentiated Instruction Book 1: 294, 295, 347, 348 Teaching Resources Audiobooks: 17, 21, 23 Paperbacks: 17, 19, 20, 23, 26, 27
e. Identify and explain personal connections to the text	rBook TE and rBook SE: 60, 66, 70, 136, 140, 144, 146, 148
7. Identify and describe the author's use of language	
a. Identify and explain how the use of dialogue contributes to a story	rBook TE and rBook SE: 62, 63, 69, 142 Resources for Differentiated Instruction Book 1: 330, 337, 367, 389-390
b. Identify and explain specific words and phrases that contribute to meaning	rBook TE and rBook SE: 57, 62, 63, 69, 133, 137, 139, 141, 142, 226
c. Identify and explain words and punctuation that create tone	rBook TE and rBook SE: 150 Resources for Differentiated Instruction Book 1: 332, 379, 391, 392
d. Identify and explain figurative language	rBook TE and rBook SE: 137, 139, 141 Resources for Differentiated Instruction Book 1: 274, 275, 329, 333, 335, 388, 392
e. Identify and explain language that appeals to the senses and feelings	Resources for Differentiated Instruction Book 1: 329, 333, 348, 388

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f. Identify and explain repetition and exaggeration	rBook TE and rBook SE: 139, 227 Resources for Differentiated Instruction Book 1: 334, 335, 362, 376-377, 378, 388, 391, 392
8. Read critically to evaluate literary texts	
a. Identify and explain the believability of the characters' actions and the story's events	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 63, 65, 67, 69, 71, 139, 141, 143, 145, 147 Resources for Differentiated Instruction Book 1: 306, 307, 310, 311
b. Identify and explain questions left unanswered by the text	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
c. Identify and explain the relationship between a literary text and its historical context	rBook TE and rBook SE: 56, 58, 59, 67 Resources for Differentiated Instruction Book 1: 296, 297, 349, 350-351 Teaching Resources Audiobooks: 17, 19 Paperbacks: 24
4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Generate and select topics using techniques, such as graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 24, 34, 49, 54, 69, 74, 94, 99, 114, 134
b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast, cause and effect	
<ul style="list-style-type: none"> • Complete an idea by providing topic, support, and concluding sentences 	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: 74, 78, 84, 88, 94, 98, 99, 103

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2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose	rBook TE and rBook SE: 47-49, 75-77, 155-157, 179-181, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 19, 24, 94, 99, 104, 109
b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives	rBook TE and rBook SE: 102, 206 Resources for Differentiated Instruction Book 2: 44, 49, 59, 64, 166, 167, 186, 187, 188, 189
c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea	rBook TE and rBook SE: 24-25, 100-101 Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 114
d. Compose to persuade using significant reasons and relevant support	
• Agree or disagree with an idea and generate convincing reasons with relevant support	rBook TE and rBook SE: 124, 125 Resources for Differentiated Instruction Book 2: 94, 98, 99, 104, 109
• Consider effective forms and word choice	rBook TE and rBook SE: 124-125 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109
e. Use writing-to-learn strategies, such as diagrams, flow charts, freewriting, learning logs, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	rBook TE and rBook SE: 14, 18, 38, 42, 64, 90, 94, 114, 118, 136, 140, 144, 148, 170, 174, 194, 198, 218, 222, 226
f. Manage time and process when writing for a given purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 14, 24, 39, 49, 59, 69, 79, 89, 94, 104, 114
3. Compose texts using the revising and editing strategies of effective writers and speakers	
a. Revise texts for clarity, completeness, and effectiveness	
• Eliminate words and ideas that do not support the main idea	rBook TE and rBook SE: 101

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<ul style="list-style-type: none"> • Clarify meaning by adding modifiers and sensory words within a sentence 	rBook TE and rBook SE: 79, 205, 206 Resources for Differentiated Instruction Book 2: 49, 53
<ul style="list-style-type: none"> • Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end 	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
<ul style="list-style-type: none"> • Provide sentence variety and length by combining sentences and correcting rambling sentences 	rBook TE and rBook SE: 78 Resources for Differentiated Instruction Book 2: 69, 73, 208, 209, 210, 211, 212, 213
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling	
<ul style="list-style-type: none"> • Self edit 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129
<ul style="list-style-type: none"> • Peer edit 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> • Dictionary 	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129
<ul style="list-style-type: none"> • Thesaurus 	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 Resources for Differentiated Instruction Book 2: 19, 29, 34, 49, 59, 74, 84, 94, 104, 114, 134
<ul style="list-style-type: none"> • Spell checker 	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"> • Language handbook 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235</p> <p>Resources for Differentiated Instruction Book 2: 24, 39, 59, 64, 74, 84, 94, 99, 104, 114, 134</p>
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	
<p>a. Select words appropriate for audience, situation, or purpose</p>	<p>Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 54, 58, 59, 63, 104, 108, 114, 118, 119, 123 Book 3: 24, 34, 39, 45, 51, 59</p>
<p>b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous</p>	<p>The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 59, 63 Book 3: 28</p>
<p>c. Consider the effect of word choices on the audience</p>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p>
<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing</p>	
<p>a. Assess the effectiveness of word choice in student's own composing</p> <ul style="list-style-type: none"> • Language suitable for a given purpose 	<p>rBook TE and rBook SE: 23-25, 75-77, 99-101, 123-125, 155-157, 203-205, 231-233</p> <p>Resources for Differentiated Instruction Book 2: 19, 29, 34, 54, 59, 74, 84, 94, 104, 114, 119, 124, 129</p>
<ul style="list-style-type: none"> • Words/phrases that extend meaning 	<p>rBook TE and rBook SE: 24, 76, 124, 156, 204, 232</p> <p>Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 54, 58, 59, 63, 104, 108, 114, 118, 119, 123</p>

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b. Explain how specific words/phrases used by the writer affects reader response	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232
c. Examine and use spatial transitions, such as “near,” “far,” “on the left,” and “in the distance”	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 54, 58 Book 3: 26, 42
6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose	
a. Revise own text for word choice	rBook TE and rBook SE: 49, 205 Resources for Differentiated Instruction Book 2: 44, 49, 54, 59, 104, 114, 119
b. Explain how revisions in word choice affect meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 49, 205 Resources for Differentiated Instruction Book 2: 44, 49, 54, 59, 104, 114, 119
7. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify and use sources of information on a topic	Resources for Differentiated Instruction Book 2: 74, 89, 141, 142
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	Resources for Differentiated Instruction Book 2: 74, 89, 141, 142
c. Use note taking, organizational strategies, and simple documentation of information to record and organize information	
• Participate in teacher-directed note-taking and organization of information	Resources for Differentiated Instruction Book 2: 141, 143, 144, 146
d. Use information to fulfill a given purpose	Resources for Differentiated Instruction Book 2: 74, 89, 147
e. Credit sources when paraphrasing and quoting to avoid plagiarism	Resources for Differentiated Instruction Book 2: 141, 147

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5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	rBook TE and rBook SE: 102, 126 Resources for Differentiated Instruction Book 2: 69, 73, 166, 167, 168, 169, 172, 173, 176, 177, 206, 207, 208, 209, 212, 213 Book 3: 50, 51
2. Recognize, recall, and use basic elements of grammar to express ideas clearly**	
a. Identify and use parts of speech, such as prepositions, conjunctions, and interjections	Resources for Differentiated Instruction Book 2: 73, 206, 208, 209, 212, 213
b. Combine short, related sentences using a series, compound subjects, and key words	Resources for Differentiated Instruction Book 2: 69, 73
c. Compose simple and compound sentences using coordinating conjunctions	Resources for Differentiated Instruction Book 2: 73, 206, 207, 208, 209
d. Identify and use verb forms, such as singular/plural, regular/irregular	rBook TE and rBook SE: 126 Resources for Differentiated Instruction Book 2: 166, 167, 176, 177
e. Identify and use verb tenses, such as present, past, and future	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 172, 173, 174, 175 Book 3: 50, 51
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	rBook TE and rBook SE: 72, 102, 158 Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 172, 173, 174, 175, 178, 179, 184, 185, 196, 197, 215 Book 3: 41, 66
2. Comprehend and apply standard English usage in oral and written language**	
a. Use singular subjects with singular verbs and plural subjects with plural verbs	rBook TE and rBook SE: 158 Resources for Differentiated Instruction Book 2: 178, 179, 216

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b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal, possessive, and pronoun/antecedent agreement; and modifiers	rBook TE and rBook SE: 102 Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 172, 173, 174, 175, 180, 181, 184, 185, 215
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	rBook TE and rBook SE: 72, 120 Resources for Differentiated Instruction Book 1: 242, 243 Book 2: 196, 197 Book 3: 41, 66
d. Use available resources to correct or confirm editorial choices	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129
e. Explain editorial choices	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 19, 24, 34, 49, 59, 74, 84, 99, 104, 114, 129
C. Mechanics	
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 103, 159, 207 Resources for Differentiated Instruction Book 2: 14, 18, 154, 155, 182, 183, 196, 197, 206, 207, 208, 209, 214, 218, 219, 221
2. Apply standard English punctuation and capitalization in written language**	
a. Use correct and varied end punctuation	rBook TE and rBook SE: 27 Resources for Differentiated Instruction Book 2: 14, 18, 154, 155, 214
b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence	rBook TE and rBook SE: 103 Resources for Differentiated Instruction Book 2: 206, 207, 208, 209, 214, 218
c. Use underlining, quotation marks, or italics to identify titles of documents	Resources for Differentiated Instruction Book 2: 217

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d. Use apostrophes in contractions and possessives	rBook TE and rBook SE: 159 Resources for Differentiated Instruction Book 2: 182, 183, 196, 197, 219, 221 Book 3: 41
e. Use quotation marks and commas in simple dialogue and for direct quotations	rBook TE and rBook SE: 207 Resources for Differentiated Instruction Book 2: 24, 28, 141, 204, 205
f. Use capital letters correctly in titles and the first word in a direct quotation	rBook TE and rBook SE: 207 Resources for Differentiated Instruction Book 2: 204, 205, 217
g. Indent for paragraphs	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235 Resources for Differentiated Instruction Book 2: 14, 24, 34, 44, 54, 69, 74, 89, 94, 99, 114
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	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
2. Apply conventional spelling in written language	
a. Spell grade-appropriate high frequency and content words	Resources for Differentiated Instruction Book 1: 140, 141-143
b. Modify spellings when adding inflectional endings and suffixes	Resources for Differentiated Instruction Book 1: 258, 259, 260, 261
c. Spell one-syllable and multi-syllabic words with complex spelling patterns, such as -tion, -ous, ph-, kn-, etc.	Resources for Differentiated Instruction Book 1: 101, 102, 107, 108, 151
d. Access resources as a spelling aid, such as word wall, dictionary, technology	Resources for Differentiated Instruction Book 1: 244

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e. Use mnemonic devices to recall frequently misspelled words	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
3. Maintain a personal list of words to use in editing original writing	Resources for Differentiated Instruction Book 1: 140-143, 151, 228
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Maintain accuracy and automaticity in manuscript and cursive writing	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 Resources for Differentiated Instruction Book 2: 19, 29, 39, 49, 59, 79, 89, 99, 109, 129, 134
b. Use word processing technology when appropriate	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	Resources for Differentiated Instruction Book 2: 74 Book 3: 22, 37, 40, 41, 55, 56, 65
b. Ask appropriate questions	Resources for Differentiated Instruction Book 2: 74 Book 3: 26, 32, 39, 57, 68
c. Contribute relevant comments	Resources for Differentiated Instruction Book 2: 94, 99 Book 3: 26, 52, 53, 57, 68
d. Relate prior knowledge	Resources for Differentiated Instruction Book 3: 22, 50
2. Comprehend and analyze what is heard	
a. Determine speaker's purpose	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134 Book 3: 43, 52, 70
b. Identify how the language of the presentation contributes to effect and meaning	Resources for Differentiated Instruction Book 2: 74, 94, 104 Book 3: 21, 23, 25, 29, 38, 43, 45, 54, 60, 62

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c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	Resources for Differentiated Instruction Book 1: 172-175 Book 2: 74 Book 3: 22, 26, 28, 39, 50
d. Follow a set of multi-step directions	Resources for Differentiated Instruction Book 3: 25, 29, 42, 44
e. Listen carefully to expand and enrich vocabulary	Resources for Differentiated Instruction Book 3: 21, 22, 25, 35, 38, 43, 55, 60, 62
f. Make judgments based on information from the speaker	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
1. Use organization and delivery strategies at an appropriate level	
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	rBook TE and rBook SE: 31A, 83A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183 Book 3: 33, 35, 36, 37, 40, 45, 46, 50, 54, 61, 64, 66, 69, 70
b. Demonstrate appropriate timing	
• Fluency	rBook TE and rBook SE: 31A, 83A, 163A, 187A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Teaching Resources Topic Software: 18, 24, 30, 36, 42, 48, 51, 54, 60, 66
• Pacing	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 180-183
• Rate	rBook TE and rBook SE: 239A Resources for Differentiated Instruction Book 1: 168-171, 180-183 Teaching Resources Topic Software: 19, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 55, 57, 61, 63, 67, 69

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c. Use appropriate non-verbal techniques to enhance communication	
• Posture	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-179 Book 2: 74
• Eye contact	Resources for Differentiated Instruction Book 2: 74
• Facial expressions	Resources for Differentiated Instruction Book 1: 176-179 Book 3: 24
• Gestures	Resources for Differentiated Instruction Book 1: 176-179 Book 3: 23, 49, 67
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	Resources for Differentiated Instruction Book 1: 172-175 Book 2: 24, 74 Book 3: 28, 52, 70
b. State a position and support it with reasons	Resources for Differentiated Instruction Book 2: 94, 99, 104
c. Participate in dramatic presentations	Resources for Differentiated Instruction Book 1: 176-179
d. Plan and deliver effective oral presentations	Resources for Differentiated Instruction Book 2: 74, 94, 104
e. Use props when appropriate	Resources for Differentiated Instruction Book 1: 176-179

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.	
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183 Teaching Resources Topic Software: 24, 30, 36, 42, 48, 54, 60, 66
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 44-46, 50-52, 56-58, 62-64, 80-82, 86-88, 92-94, 98-100, 104-106, 137-139, 144-151
b. Demonstrate appropriate use of phrasing	
<ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text 	rBook TE and rBook SE: 107A, 131A, 211A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 176-179
<ul style="list-style-type: none"> • Use punctuation cues to guide meaning and expression 	rBook TE and rBook SE: 55A, 83A, 107A, 163A, 187A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171
<ul style="list-style-type: none"> • Use pacing and intonation (emphasis on certain words) to convey meaning and expression 	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183
<ul style="list-style-type: none"> • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171
c. Increase sight words read fluently	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 141-143, 146, 147, 148, 149, 151, 186, 187, 188, 189

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	rBook TE and rBook SE: 9, 33, 57, 85, 109, 133, 165, 189, 213
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	rBook TE and rBook SE: 12, 16, 36, 40, 60, 70, 88, 110, 112, 138, 148, 168, 190, 192, 214, 216
2. Develop and apply a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	rBook TE and rBook SE: 72, 97, 120, 152, 176 Resources for Differentiated Instruction Book 1: 140, 141-143, 144, 146, 147, 148, 149, 151, 236, 237, 240, 241, 242, 243, 325
b. Identify and explain relationships between and among words	rBook TE and rBook SE: 73, 153 Resources for Differentiated Instruction Book 1: 240, 241, 242, 243, 266, 267, 268, 269, 270, 271
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words	rBook TE and rBook SE: 16, 93, 96, 116 Resources for Differentiated Instruction Book 1: 236, 237, 238, 239, 240, 241, 242, 243, 254, 255, 264, 265
b. Use word structure to determine the meanings of words	rBook TE and rBook SE: 10, 19 Resources for Differentiated Instruction Book 1: 236, 237, 256, 257, 258, 259, 260, 261, 266, 267, 268, 269
c. Use resources to confirm definitions and gather further information about words	rBook TE and rBook SE: 240-244 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	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: 49, 53, 59, 63, 74, 104, 108 Book 3: 21, 22, 35, 61

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).	
E. General Reading Comprehension	
1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	rBook TE and rBook SE: 36-39, 40-43, 214-215, 216-225 Teaching Resources Topic Software: 36, 37, 38, 39, 49, 50, 51, 54, 57 Audiobooks: 17, 19, 22 Paperbacks: 16, 24, 31, 39
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	rBook TE and rBook SE: 10, 60-71, 112-115, 166, 226-227 Teaching Resources Paperbacks: 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 29, 31, 35, 37, 39
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	rBook TE and rBook SE: 10, 16, 34, 40, 60, 66, 70, 86, 92, 110, 116, 138, 142, 150, 166, 172, 190, 196, 214, 224
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	rBook TE and rBook SE: 12, 16, 32, 36, 40, 56, 88, 92, 108, 116, 132, 150, 166, 168, 172, 192, 196, 214 Resources for Differentiated Instruction Book 1: 315
b. Set a purpose for reading the text	rBook TE and rBook SE: 38, 58, 60, 62, 64, 66, 68, 70, 92, 112, 134, 136, 138, 140, 142, 144, 148, 222
c. Make predictions and ask questions about the text	rBook TE and rBook SE: 10, 12, 16, 34, 36, 86, 88, 110, 112, 132, 166, 168, 172, 190, 192, 196, 214, 220 Teaching Resources Audiobooks: 20 Paperbacks: 17, 21
d. Make connections to the text from prior knowledge and experiences	rBook TE and rBook SE: 12, 18, 34, 40, 61, 67, 86, 92, 113, 118, 138, 146, 170, 174, 192, 198, 214, 218, 222, 226
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	rBook TE and rBook SE: 14, 38, 42, 66, 70, 90, 94, 114, 118, 140, 150, 170, 194, 198, 216, 226 Resources for Differentiated Instruction Book 1: 318

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b. Use own words to restate the difficult part	rBook TE and rBook SE: 87, 89, 90, 91, 93, 95, 117 Resources for Differentiated Instruction Book 1: 294, 295, 347, 348 Teaching Resources Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 27, 39
c. Read on and revisit the difficult part	rBook TE and rBook SE: 60, 136
d. Skim the text to search for connections between and among ideas	rBook TE and rBook SE: 63, 67, 69, 143, 147 Resources for Differentiated Instruction Book 1: 315, 371-372
e. Make, confirm, or adjust predictions	rBook TE and rBook SE: 132 Resources for Differentiated Instruction Book 1: 319, 376-377 Teaching Resources Audiobooks: 20 Paperbacks: 17, 21, 23, 25, 28, 30
f. Periodically summarize while reading	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 26, 27, 39
g. Periodically paraphrase important ideas or information	rBook TE and rBook SE: 90, 197
h. Visualize what was read for deeper understanding	rBook TE and rBook SE: 14, 38, 116, 218 Resources for Differentiated Instruction Book 1: 318, 375
i. Use a graphic organizer or another note taking technique to record important ideas or information	rBook TE and rBook SE: 15, 39, 91, 115, 171, 191, 215 Resources for Differentiated Instruction Book 1: 288, 289, 293, 298, 299, 301, 316, 317, 393-394, 397, 401, 403, 412

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j. Explain personal connections to the ideas or information in the text	rBook TE and rBook SE: 12, 16, 36, 60, 66, 86, 92, 112, 146, 168, 172, 190, 196, 224 Resources for Differentiated Instruction Book 1: 302, 303, 357, 358
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea	rBook TE and rBook SE: 10-11, 12-15, 16-19 Resources for Differentiated Instruction Book 1: 292, 293 Teaching Resources Topic Software: 19, 24, 25, 26, 30, 42, 43, 44, 45, 48, 50, 54, 56, 60, 63, 69 Paperbacks: 31
b. Identify and explain what is directly stated in the text	rBook TE and rBook SE: 52, 69, 80, 129, 160 Resources for Differentiated Instruction Book 1: 288, 289 Teaching Resources Topic Software: 20, 26, 32, 38, 50, 62, 68 Audiobooks: 18 Paperbacks: 11, 15, 22, 35, 37
c. Identify and explain what is not directly stated in the text by drawing inferences	rBook TE and rBook SE: 214-215, 216-225 Resources for Differentiated Instruction Book 1: 302, 303 Teaching Resources Topic Software: 20, 24, 32, 37, 43, 50, 67 Audiobooks: 14, 20, 24 Paperbacks: 12, 17, 22, 27, 32, 38
d. Draw conclusions or make generalizations about the text	rBook TE and rBook SE: 42, 110 Resources for Differentiated Instruction Book 1: 304, 305 Teaching Resources Topic Software: 21, 36, 39, 43, 45, 51, 55, 60, 61, 66, 68 Audiobooks: 17, 19, 25 Paperbacks: 20, 39

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e. Confirm, refute, or make predictions and form new ideas	rBook TE and rBook SE: 132 Resources for Differentiated Instruction Book 1: 319, 376-377 Teaching Resources Audiobooks: 20, 48 Paperbacks: 17, 21, 23, 25, 28, 30
f. Paraphrase the main idea	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 90, 197
g. Summarize	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 17, 19, 20, 23, 26, 27, 39
h. Connect the text to prior knowledge or personal experience	rBook TE and rBook SE: 12, 16, 36, 40, 60, 66, 67, 86, 92, 113, 146, 168, 172, 190, 196, 224, 226 Resources for Differentiated Instruction Book 1: 302, 303, 319
2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	rBook TE and rBook SE: 16-19, 40-43, 92-95, 110-111, 116-119, 166-167, 172-175, 190-191, 196-199, 214-215 Resources for Differentiated Instruction Book 1: 314, 325 Teaching Resources Topic Software: 33 Audiobooks: 25 Paperbacks: 11, 15, 16, 22, 31, 35, 39
b. Read, use, and identify the characteristics of functional documents	rBook TE and rBook SE: 29, 53, 105, 129, 185, 209 Resources for Differentiated Instruction Book 1: 324, 327, 382-383, 386

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c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	rBook TE and rBook SE: 12-15, 88-91, 112-115, 161, 168-171, 192-195, 237 Resources for Differentiated Instruction Book 1: 328, 387 Teaching Resources Paperbacks: 11, 15, 16, 22, 31, 39
2. Identify and use text features to facilitate understanding of informational texts	
a. Use print features	rBook TE and rBook SE: 8, 32, 84, 164, 188 Resources for Differentiated Instruction Book 1: 315, 325, 371-372, 384
b. Use graphic aids	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 326, 327, 385, 386
c. Use informational aids	rBook TE and rBook SE: 2-5, 240-244 Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
d. Use organizational aids	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 315, 325, 326, 327
e. Use online features	rBook TE and rBook SE: 161, 237 Resources for Differentiated Instruction Book 1: 328, 387
f. Identify and explain the contributions of text features to meaning	rBook TE and rBook SE: 8, 18-19, 29, 32, 42-43, 84, 95, 105, 108, 118-119, 164, 174-175, 188, 199, 212 Resources for Differentiated Instruction Book 1: 315, 325, 326, 327, 328
3. Develop and apply knowledge of organizational structure of informational text to understand what is read	
a. Identify and analyze the organizational patterns of texts	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199 Resources for Differentiated Instruction Book 1: 291, 296-297, 298-299, 300, 324, 325, 326, 328

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b. Identify and use words and phrases associated with common organizational patterns	rBook TE and rBook SE: 34-35, 36-39, 40-43, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199 Resources for Differentiated Instruction Book 1: 291, 296, 324, 325, 328, 342-343, 349, 382-383, 384, 387
4. Determine and analyze important ideas and messages in informational texts	
a. Identify and explain the author's/text's purpose and intended audience	Resources for Differentiated Instruction Book 1: 321, 379
b. Identify and explain the author's opinion	rBook TE and rBook SE: 52, 223 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381
c. State and support main ideas and messages	rBook TE and rBook SE: 10-11, 12-15, 16-19 Resources for Differentiated Instruction Book 1: 292, 293 Teaching Resources Topic Software: 19, 25, 30, 42, 44, 48, 50, 54, 57, 60, 62, 66, 69 Paperbacks: 31, 51
d. Summarize or paraphrase	rBook TE and rBook SE: 86-87, 88-91, 92-95 Resources for Differentiated Instruction Book 1: 294, 347 Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 39
e. Identify and explain information not related to the main idea	Resources for Differentiated Instruction Book 1: 314, 370
f. Identify and explain relationships between and among ideas	rBook TE and rBook SE: 14, 35, 36, 43, 89, 94, 119, 167, 169, 198 Resources for Differentiated Instruction Book 1: 314, 322, 323, 324, 325

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g. Draw conclusions and inferences and make generalizations and predictions from text	rBook TE and rBook SE: 38, 42, 110, 214-215 Resources for Differentiated Instruction Book 1: 304, 305 Teaching Resources Topic Software: 20, 32, 37, 43, 49, 51, 55, 60, 66, 68 Audiobooks: 25 Paperbacks: 16, 22, 39
h. Distinguish between a fact and an opinion	rBook TE and rBook SE: 52, 81, 104, 223 Resources for Differentiated Instruction Book 1: 322, 323, 380, 381
i. Identify and explain how someone might use the text	Resources for Differentiated Instruction Book 1: 314, 315, 316, 317, 319, 322, 324, 325, 326, 327, 370, 371-372, 373, 374, 376-377, 380, 382-383, 384, 385, 386
j. Connect the text to prior knowledge or experience	rBook TE and rBook SE: 10, 12, 18, 40, 42, 92, 110, 113, 118, 164, 188, 192, 212, 216
5. Identify and explain the author's use of language	
a. Identify and explain specific words or phrases that contribute to the meaning of a text	rBook TE and rBook SE: 10, 13, 33, 41, 86, 88, 90, 109, 110, 165, 170, 189, 190, 192, 213, 214, 217, 223 Resources for Differentiated Instruction Book 1: 325, 384
b. Identify and explain specific words and punctuation that create tone	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 332, 391, 392
c. Identify and explain the effect of repetition of words and phrases	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 227 Resources for Differentiated Instruction Book 1: 335, 388
6. Read critically to evaluate informational text	
a. Explain whether the text fulfills the reading purpose	rBook TE and rBook SE: 14, 28, 52, 53, 104, 105, 112, 114, 128, 129, 184, 185, 208, 209, 236, 237
b. Identify and explain additions or changes to format or features that would make the text easier to understand	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .

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c. Identify and explain what makes the text a reliable source of information	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 323, 381
d. Determine and explain whether or not the author’s opinion is presented fairly	Resources for Differentiated Instruction Book 1: 322, 323, 380, 381
e. Identify and explain information not included in the text	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
f. Identify and explain words and other techniques the author uses to appeal to emotion	rBook TE and rBook SE: 13, 86, 87, 88, 89, 90, 168, 169, 170, 192
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
1. Develop and apply comprehension skills by reading a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	rBook TE and rBook SE: 60-71, 226-227 Resources for Differentiated Instruction Book 1: 295, 348, 356, 358, 363-364, 367 Teaching Resources Audiobooks: 14, 17, 19, 22 Paperbacks: 24, 34, 36
b. Listen to critically, read, and discuss a variety of literary forms and genres	rBook TE and rBook SE: 60-71, 136-149, 150-151, 226-227 Resources for Differentiated Instruction Book 1: 295, 303, 312, 348, 358, 369 Teaching Resources Audiobooks: 15, 18, 20, 21 Paperbacks: 12, 17, 20, 25, 29, 36
2. Analyze text features to facilitate understanding of literary texts	
a. Identify and explain how organizational aids contribute to meaning	rBook TE and rBook SE: 56, 132, 212
b. Identify and explain how graphic aids contribute to meaning	rBook TE and rBook SE: 56, 132
c. Identify and explain how informational aids contribute to meaning	rBook TE and rBook SE: 2-5, 240-244

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3. Analyze elements of narrative texts to facilitate understanding and interpretation	
a. Identify and distinguish among types of narrative texts	rBook TE and rBook SE: 60-71, 136-149 Resources for Differentiated Instruction Book 1: 310, 311, 367, 368 Teaching Resources Audiobooks: 14, 17, 18, 19, 22, 24 Paperbacks: 13, 18, 23, 24, 28, 33, 36, 40
b. Identify and explain the conflict and the events of the plot	rBook TE and rBook SE: 59, 64, 66, 135, 140, 148 Resources for Differentiated Instruction Book 1: 310, 311, 336, 356, 367, 368 Teaching Resources Audiobooks: 14, 23 Paperbacks: 14, 21, 25, 29
c. Identify and describe the setting and the mood and explain how the setting affects the characters and the mood	rBook TE and rBook SE: 61, 63, 65, 68, 69, 137, 139, 141, 143, 145, 147, 149, 150 Resources for Differentiated Instruction Book 1: 308, 309, 332, 365 366
d. Analyze characterization	rBook TE and rBook SE: 65, 70, 136, 138, 143, 145, 147, 149
e. Identify and explain relationships between and among characters, setting, and events	rBook TE and rBook SE: 65, 69, 141, 145, 147 Resources for Differentiated Instruction Book 1: 307, 308, 309, 310, 311
f. Identify and explain how the actions of the character(s) affect the plot	rBook TE and rBook SE: 65, 69, 139, 147 Resources for Differentiated Instruction Book 1: 307, 310, 311 Teaching Resources Audiobooks: 14, 23 Paperbacks: 14, 21, 25, 29
g. Identify and describe the narrator	rBook TE and rBook SE: 60, 136, 218, 221 Resources for Differentiated Instruction Book 1: 320, 378

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4. Analyze elements of poetry to facilitate understanding and interpretation	
a. Use structural features to identify poetry as a literary form and distinguish among types of poems	rBook TE and rBook SE: 150-151, 226-227 Resources for Differentiated Instruction Book 1: 329, 388, 392 Teaching Resources Audiobooks: 20
b. Identify and explain the meaning of words, lines, and stanzas	rBook TE and rBook SE: 151, 227 Resources for Differentiated Instruction Book 1: 329, 332, 333, 334, 335 Teaching Resources Audiobooks: 20
c. Identify and explain sound elements of poetry	rBook TE and rBook SE: 151 Resources for Differentiated Instruction Book 1: 274, 275, 329, 335, 388, 392 Teaching Resources Audiobooks: 20
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	rBook TE and rBook SE: 150-151, 226-227 Resources for Differentiated Instruction Book 1: 274, 275, 329, 332, 333, 335, 388, 392 Teaching Resources Audiobooks: 20
5. Analyze elements of drama to facilitate understanding	
a. Use structural features to identify a play as a literary form and distinguish among types of plays	Resources for Differentiated Instruction Book 1: 330, 389-390
b. Identify and explain the action of a scene	Resources for Differentiated Instruction Book 1: 330, 389-390
c. Identify and explain how stage directions create character and movement	Resources for Differentiated Instruction Book 1: 330, 389-390
d. Identify and explain stage directions and dialogue that help to create character	Resources for Differentiated Instruction Book 1: 330, 389-390

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6. Determine important ideas and messages in literary texts	
a. Identify and explain main ideas and universal themes	rBook TE and rBook SE: 149, 227 Resources for Differentiated Instruction Book 1: 312, 313, 358, 359 Teaching Resources Audiobooks: 16, 19 Paperbacks: 21, 28, 33
b. Identify and explain similar themes across multiple texts	rBook TE and rBook SE: 227 Resources for Differentiated Instruction Book 1: 331, 391, 392
c. Paraphrase the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 294, 295 Teaching Resources Audiobooks: 17, 21, 23 Paperbacks: 17, 19, 20, 23, 26, 27
d. Summarize	Resources for Differentiated Instruction Book 1: 294, 295, 347, 348 Teaching Resources Audiobooks: 17, 21, 23 Paperbacks: 17, 19, 20, 23, 26, 27
e. Identify and explain personal connections to the text	rBook TE and rBook SE: 60, 66, 70, 136, 140, 144, 146, 148
f. Explain the implications of the text for the reader and/or society	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 60-71, 136-149, 150-151, 226-227
7. Identify and describe the author's use of language	
a. Identify and explain how the use of dialogue contributes to a story	rBook TE and rBook SE: 62, 63, 69, 142 Resources for Differentiated Instruction Book 1: 330, 337, 367, 389-390
b. Identify and explain specific words and phrases that contribute to meaning	rBook TE and rBook SE: 57, 62, 63, 69, 133, 137, 139, 141, 142, 226

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c. Identify and explain words and phrases that create tone	rBook TE and rBook SE: 150 Resources for Differentiated Instruction Book 1: 332, 379, 391, 392
d. Identify and explain figurative language that contributes to meaning	rBook TE and rBook SE: 137, 139, 141 Resources for Differentiated Instruction Book 1: 274, 275, 329, 333, 335, 388, 392
e. Identify and explain language that appeals to the senses and feelings	Resources for Differentiated Instruction Book 1: 329, 333, 348, 388
f. Identify and explain how repetition and exaggeration contribute to meaning	rBook TE and rBook SE: 139, 227 Resources for Differentiated Instruction Book 1: 334, 335, 362, 376-377, 378, 388, 391-392
8. Read critically to evaluate literary texts	
a. Determine and explain the plausibility of the characters' actions and the plot	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 61, 63, 65, 67, 69, 71, 139, 141, 143, 145, 147 Resources for Differentiated Instruction Book 1: 306, 307, 310, 311
b. Identify and explain questions left unanswered by the text	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
c. Identify and explain the relationship between a literary text and its historical context	rBook TE and rBook SE: 56, 58, 59, 67 Resources for Differentiated Instruction Book 1: 296, 297, 349, 350-351 Teaching Resources Audiobooks: 17, 19 Paperbacks: 24
d. Identify and explain the relationship between the structure and the purpose of the text	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 321, 379

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Generate, select, and narrow topics, collectively and independently, using graphic organizers, prior writing, and/or prior experiences	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231 Resources for Differentiated Instruction Book 2: 14, 24, 34, 49, 54, 69, 74, 94, 114, 134, 139-140
b. Select and use appropriate organizational structures, such as narrative, chronological or sequential order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, cause and effect	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: 74, 78, 84, 88, 94, 98, 99, 103
• Complete an idea by providing topic, support, and concluding sentences	
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose	rBook TE and rBook SE: 47-49, 75-77, 155-157, 179-181, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 19, 24, 94, 99, 104, 109
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery and figurative language	Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 59, 63
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph	rBook TE and rBook SE: 24-25, 100-101 Resources for Differentiated Instruction Book 2: 69, 74, 79, 84, 89, 114
d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea	rBook TE and rBook SE: 124-125 Resources for Differentiated Instruction Book 2: 94, 98, 99, 104, 109
• Take a position and generate convincing reasons to support it	
• Consider the effectiveness of form, diction, audience appeal, and organization	
	rBook TE and rBook SE: 124-125 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109

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e. Use writing-to-learn strategies, such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content	rBook TE and rBook SE: 14, 38, 64, 90, 114, 136, 170, 194, 218 Teaching Resources Topic Software: 179, 184, 189, 194, 201, 209, 217, 225, 233, 241, 249
f. Manage time and process when writing for a given purpose	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 14, 24, 39, 49, 59, 69, 79, 89, 94, 104, 114
3. Compose texts using the revising and editing strategies of effective writers and speakers	
a. Revise texts for clarity, completeness, and effectiveness	
<ul style="list-style-type: none"> • Eliminate words and ideas that do not support the main idea 	rBook TE and rBook SE: 101
<ul style="list-style-type: none"> • Clarify meaning by adding modifiers and sensory words within a sentence 	rBook TE and rBook SE: 79, 205-206 Resources for Differentiated Instruction Book 2: 49, 53
<ul style="list-style-type: none"> • Clarify meaning by rearranging sentences within a text 	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
<ul style="list-style-type: none"> • Provide sentence variety and length by combining sentences and correcting rambling sentences 	rBook TE and rBook SE: 78 Resources for Differentiated Instruction Book 2: 69, 73, 208, 209, 210, 211, 212, 213
b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation	
<ul style="list-style-type: none"> • Self edit 	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129
<ul style="list-style-type: none"> • Peer edit 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233

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<ul style="list-style-type: none"> • Dictionary 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129</p>
<ul style="list-style-type: none"> • Thesaurus 	<p>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</p> <p>Resources for Differentiated Instruction Book 2: 19, 29, 34, 49, 59, 74, 84, 94, 104, 114, 134</p>
<ul style="list-style-type: none"> • Spell checker 	<p>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</p>
<ul style="list-style-type: none"> • Language handbook 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129</p>
<ul style="list-style-type: none"> • Grammar checker 	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>Resources for Differentiated Instruction Book 2: 19, 24, 34, 49, 59, 74, 84, 94, 104, 114, 134</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235</p> <p>Resources for Differentiated Instruction Book 2: 24, 39, 59, 64, 74, 84, 94, 99, 104, 114, 134</p>
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	
<p>a. Select words appropriate for audience, situation, or purpose</p>	<p>Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 54, 58, 59, 63, 104, 108, 114, 118, 119, 123 Book 3: 24, 34, 39, 45, 51, 59</p>

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b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 59, 63 Book 3: 28
c. Consider how word choices affect the audience	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235
5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing	
a. Assess the effectiveness of word choice that reveals a student’s purpose for writing	
<ul style="list-style-type: none"> • Language appropriate for a particular audience 	rBook TE and rBook SE: 23-25, 75-77, 99-101, 123-125, 155-157, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 14, 24, 39, 44, 49, 64, 69, 79, 89, 99, 109, 119, 134
<ul style="list-style-type: none"> • Language suitable for a given purpose 	rBook TE and rBook SE: 23-25, 75-77, 99-101, 123-125, 155-157, 203-205, 231-233 Resources for Differentiated Instruction Book 2: 19, 29, 34, 54, 59, 74, 84, 94, 104, 114, 119, 124, 129
<ul style="list-style-type: none"> • Words/phrases/ sentences that extend meaning in a given context 	rBook TE and rBook SE: 24, 76, 124, 156, 204, 232 Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 54, 58, 59, 63, 104, 108, 114, 118, 119, 123
b. Explain how specific words/phrases/sentences affect reader/listener response	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232
c. Examine and use transitions showing importance and relation, such as “because,” “additionally,” “unless,” “although,” and “so”	Resources for Differentiated Instruction Book 2: 54, 58
6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose	
a. Identify the tone of one’s own writing, and revise word choice to modify tone in order to address a given purpose and/or audience	This objective falls outside the scope of Scholastic Read 180, Stage A ©2005.

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b. Explain how revisions in word choice and syntax affect meaning	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 49, 205 Resources for Differentiated Instruction Book 2: 44, 49, 54, 59, 104, 114, 119
7. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	Resources for Differentiated Instruction Book 2: 74, 89, 141, 142
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	Resources for Differentiated Instruction Book 2: 74, 89, 141, 142
c. Select appropriate information for note taking and organizing information	
<ul style="list-style-type: none"> • Practice appropriate strategies for organizing information and/or taking notes 	Resources for Differentiated Instruction Book 2: 141, 143, 144, 146
d. Use information from two or more sources to fulfill a given purpose	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 74, 89, 147
e. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	Resources for Differentiated Instruction Book 2: 141, 147
5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*	
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	rBook TE and rBook SE: 102, 126 Resources for Differentiated Instruction Book 2: 69, 73, 166, 167, 168, 169, 172, 173, 176, 177, 206, 207, 208, 209, 212, 213 Book 3: 50, 51
2. Recognize, recall, and use basic elements of grammar to express ideas clearly**	
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as concrete, collective, and abstract nouns; demonstrative and relative pronouns; subordinating conjunctions	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 162, 163, 164, 165, 180, 181, 184, 185, 206, 208, 209
b. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases	Resources for Differentiated Instruction Book 2: 212, 213

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c. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences, such as sentence fragments and stringy/rambling sentences	rBook TE and rBook SE: 26, 50, 78 Resources for Differentiated Instruction Book 2: 158, 159, 202, 203, 210, 211, 214, 218
d. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas	Resources for Differentiated Instruction Book 2: 158, 159, 206, 207, 208, 209, 212, 213
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	rBook TE and rBook SE: 72, 102, 158 Resources for Differentiated Instruction Book 2: 168, 169, 170, 171, 172, 173, 174, 175, 178, 179, 184, 185, 196, 197, 215 Book 3: 41, 66
2. Comprehend and apply standard English usage in oral and written language**	
a. Apply appropriate subject/verb agreement, such as in compound subjects and with phrases that interrupt the subject and the verb	rBook TE and rBook SE: 158 Resources for Differentiated Instruction Book 2: 178, 179, 216
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	Resources for Differentiated Instruction Book 2: 170, 171, 176, 177, 180, 181, 184, 185, 215
c. Recognize and correct common usage errors, such as misplaced modifiers and incorrect use of verbs, such as lie - lay, rise - raise, sit - set	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 166, 167, 168, 169, 170, 171, 174, 175, 176, 177
d. Use available resources to correct or confirm editorial choices	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 14, 29, 44, 54, 69, 79, 89, 109, 119, 124, 129
e. Explain editorial choices	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 Resources for Differentiated Instruction Book 2: 19, 24, 34, 49, 59, 74, 84, 99, 104, 114, 129

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C. Mechanics	
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 27, 103, 159, 207 Resources for Differentiated Instruction Book 2: 14, 18, 154, 155, 182, 183, 196, 197, 206, 207, 208, 209, 214, 218, 219, 221
2. Apply standard English punctuation and capitalization in written language**	
a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions, such as on the other hand, for example, by the way	Resources for Differentiated Instruction Book 2: 200, 201, 219
b. Use apostrophes in plural possessives and nouns that end in -s	Resources for Differentiated Instruction Book 2: 182, 183, 219, 221
c. Use quotation marks and commas in dialogue	rBook TE and rBook SE: 207 Resources for Differentiated Instruction Book 2: 24, 28, 141, 204, 205
d. Use a colon to introduce a list	Resources for Differentiated Instruction Book 2: 218
e. Use quotation marks and commas in simple dialogue and for direct quotations	rBook TE and rBook SE: 207 Resources for Differentiated Instruction Book 2: 24, 28, 141, 204, 205
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	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
2. Apply conventional spelling in written language	
a. Spell grade-appropriate high frequency and content words	Resources for Differentiated Instruction Book 1: 140, 141-143
b. Spell multi-syllabic words with complex spelling patterns	Resources for Differentiated Instruction Book 1: 206, 207, 210, 211, 212, 213, 220, 221, 222, 223
c. Use suitable traditional and electronic resources as a spelling aid	Resources for Differentiated Instruction Book 1: 244

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d. Use mnemonic devices to recall frequently misspelled words	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
3. Maintain a personal list of words to use in editing original writing	Resources for Differentiated Instruction Book 1: 140-143, 151, 228
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	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 Resources for Differentiated Instruction Book 2: 19, 29, 39, 49, 59, 79, 89, 99, 109, 129, 134
b. Use word processing technology when appropriate	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	Resources for Differentiated Instruction Book 2: 74 Book 3: 22, 37, 40, 41, 55, 56, 65
b. Ask appropriate questions	Resources for Differentiated Instruction Book 2: 74 Book 3: 26, 32, 39, 57, 68
c. Contribute relevant comments	Resources for Differentiated Instruction Book 2: 94, 99 Book 3: 26, 52, 53, 57, 68
d. Relate prior knowledge	Resources for Differentiated Instruction Book 3: 22, 50
2. Comprehend and analyze what is heard	
a. Determine speaker's purpose	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134 Book 3: 43, 52, 70
b. Identify how the language of the presentation contributes to effect and meaning	Resources for Differentiated Instruction Book 2: 74, 94, 104 Book 3: 21, 23, 25, 29, 38, 43, 45, 54, 60, 62
c. Elaborate on the information and ideas presented	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 26, 32, 39, 52, 53, 57, 68

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d. Draw conclusions based on the information presented	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 3: 21, 23, 25, 29, 38, 43, 45, 54, 60, 62
e. Determine speaker’s attitude through verbal and non-verbal cues, such as tone of voice, inflections, and facial expressions	Resources for Differentiated Instruction Book 1:164-167, 168-171, 176-179 Book 3: 24, 36, 46, 48, 49, 68
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
1. Use organization and delivery strategies at an appropriate level	
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	rBook TE and rBook SE: 31A, 83A, 187A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 180-183 Book 3: 33, 35, 36, 37, 40, 45, 46, 50, 54, 61, 64, 66, 69, 70
b. Demonstrate appropriate timing	
• Fluency	rBook TE and rBook SE: 31A, 83A, 163A, 187A, 239A Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183 Teaching Resources Topic Software: 18, 24, 30, 36, 42, 48, 51, 54, 60, 66
• Pacing	rBook TE and rBook SE: 31A, 83A, 163A, 187A Resources for Differentiated Instruction Book 1: 164-167, 180-183
• Rate	rBook TE and rBook SE: 239A Resources for Differentiated Instruction Book 1: 168-171, 180-183 Teaching Resources Topic Software: 19, 21, 25, 27, 31, 33, 37, 39, 43, 45, 49, 55, 57, 61, 63, 67, 69
c. Use appropriate non-verbal techniques to enhance communication	
• Posture	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 176-179 Book 2: 74

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<ul style="list-style-type: none"> • Eye contact 	Resources for Differentiated Instruction Book 2: 74
<ul style="list-style-type: none"> • Facial expressions 	Resources for Differentiated Instruction Book 1: 176-179 Book 3: 24
<ul style="list-style-type: none"> • Gestures 	Resources for Differentiated Instruction Book 1: 176-179 Book 3: 23, 49, 67
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	Resources for Differentiated Instruction Book 1: 172-175 Book 2: 24, 74 Book 3: 28, 52, 70
b. State a position and support it with reasons	Resources for Differentiated Instruction Book 2: 94, 99, 104
c. Participate in dramatic presentations	Resources for Differentiated Instruction Book 1: 176-179
d. Plan and deliver effective oral presentations	Resources for Differentiated Instruction Book 2: 74, 94, 104
e. Use props when appropriate	Resources for Differentiated Instruction Book 1: 176-179