

Scholastic  
**Read 180 - Stage A**  
 correlated to the  
 New Hampshire  
 English Language Arts Curriculum Framework  
 End of Grade 6

Proficiency Standards	<i>READ 180 - Stage A</i>
<b>Reading</b>	
<b>Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.</b>	
<ul style="list-style-type: none"> <li>Independently set a purpose for their reading.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b>            The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</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>
<ul style="list-style-type: none"> <li>Generate questions before, during, and after reading to enhance understanding and recall.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  <i>Back to the Titanic!</i>  <i>Beautiful Warrior</i>  <i>Favorite Greek Myths</i>  <i>For Your Eyes Only!</i>  <i>I Thought My Soul Would Rise and Fly</i>  <i>Jonah the Whale</i>  <i>The Journal of Joshua Loper</i>  <i>The Last-Place Sports Poems of Jeremy Bloom</i>  <i>The Magnificent Mummy Maker</i>  <i>The Music of Dolphins</i>  <i>The Ostrich Chase</i>  <i>Pacific Crossing</i></p>

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<ul style="list-style-type: none"> <li>Read fluently materials presented in a variety of print styles including manuscript (hand-printed letters), cursive (hand-written letters), and different fonts (typefaces).</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b>          The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p> <p><b>Audiobooks:</b>          As the students read along with the <i>READ 180</i> Audiobooks, the Narrator models fluent reading.</p> <p><b>Paperbacks:</b>          All <i>READ 180</i> Paperbacks provide the opportunity to read with increasing levels of fluency.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Reading Strategies Book:</b>          5 , 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p> <p><b>Teacher’s Resource Book:</b>          Reproducible copies of the <i>READ 180</i> Topic CD passages provide additional opportunities for reading text with fluency.</p>
<ul style="list-style-type: none"> <li>Provide accurate summaries of materials they read.</li> </ul>	<p><b><u>Student Materials</u></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;</p>

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<ul style="list-style-type: none"> <li>Recognize that individual words and phrases may have multiple meanings.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b>            5.3, L3; 7.4, L3; 9.1, L1</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</b>            16, 49, 55, 76, 80, 84, 92, 104, 116</p>
<ul style="list-style-type: none"> <li>Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones (words that are pronounced the same but differ in meaning, origin, and usually spelling), and homographs (words that have the same spelling but differ in meaning, origin, and sometimes pronunciation).</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b>            5.3, L3; 7.4, L3; 9.1, L1</p> <p><b><u>Audiobooks:</u></b>  <i>I Thought My Soul Would Rise and Fly:</i> 47  <i>The Journal of Joshua Loper:</i> 92  <i>Pacific Crossing:</i> 117</p> <p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</b>            16, 40, 49, 55, 64, 73, 76, 80, 84, 92, 104, 116, 120</p>
<ul style="list-style-type: none"> <li>Identify and use text structure and organization to enhance comprehension.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide the student with the opportunity to identify and use the text structure and organization of the text to enhance comprehension.</p> <p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher's Guide:</b>            53, 73, 93, 101, 125, 127, 128, 141, 199, 211, 217, 223, 225</p>

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<ul style="list-style-type: none"> <li>Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97,            103, 111, 121, 123, 125, 127, 131, 133, 135,            153, 157, 161, 173, 183, 191, 205, 209, 211,            213, 223</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134,            135, 137, 138, 139, 140, 141, 142, 144, 145,            146, 147, 148, 149, 151, 153, 154, 155, 156,            157, 160, 161, 162, 163, 164, 167, 168, 169,            170, 171, 172, 173, 174, 175, 176, 179, 182,            183, 185, 188, 189, 193, 195, 196, 199-203</p>
<ul style="list-style-type: none"> <li>Identify and understand the use of a variety of types of figurative language including analogies, personification, hyperbole, and alliteration.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Reading Strategies Book:</b>            46, 52, 88, 112</p>

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<ul style="list-style-type: none"> <li>• Determine literal meanings and develop informed, reasoned inferences, judgments, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b>            The <i>READ 180</i> Software provides students with the opportunity to identify the main ideas and look for details of the stories they are about to hear or read.</p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide students with the opportunity to read for a variety of purposes including identifying main ideas, supporting details, analyzing literary elements and evaluating the stories.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with ample opportunity to identify main ideas, details, analyze literary elements and evaluate the readings.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains Quick Writes and Final Projects for the Software, Audio books and Paperbacks that give students the opportunity to respond to what they have read.</p> <p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher.</p>

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(continued from previous page)	<p><b>Teacher’s Resource Book:</b> The <i>READ 180 Teacher’s Resource Book</i> contains Quick Writes for the Software, Audiobooks, and Paperbacks that give students the opportunity to respond to what they have read.</p>
<ul style="list-style-type: none"> <li>• Recognize and use direct meaning (denotation), implied meaning (connotation), and inferential meaning (reasoning from facts presented) to extend their level of understanding of materials they read.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b> 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p><b>Audiobooks:</b> <i>Back to the Titanic!:</i> 4, 117, and end of Ch. 11 <i>Beautiful Warrior:</i> 1 <i>Favorite Greek Myths:</i> 70 <i>For Your Eyes Only!:</i> 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, and 101 <i>Jonah the Whale:</i> 19, 39, and 64 <i>The Journal of Joshua Loper:</i> 6 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 32, and 50 <i>The Magnificent Mummy Maker:</i> 114 <i>The Music of Dolphins:</i> 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase:</i> 55, 63, and 80 <i>Pacific Crossing:</i> end of Chs. 1, 3, 14, and 16</p>

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<ul style="list-style-type: none"> <li>• Make and confirm complex predictions to increase their level of understanding.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>  <i>Back to the Titanic!:</i> 41, 73, 102, and end of Chs. 3 and 8  <i>Beautiful Warrior:</i> 12, 14, 20, 25, 30, and end of Folio 15  <i>Favorite Greek Myths:</i> 52 and 53  <i>For Your Eyes Only!:</i> 40, 42, 65, 73, and 136  <i>I Thought My Soul Would Rise and Fly:</i> 22, 101, 149, and 172  <i>Jonah the Whale:</i> 11, 30, 64, and 72  <i>The Journal of Joshua Loper:</i> 44, 52, and 128  <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71, 76, and 90  <i>The Magnificent Mummy Maker:</i> 7, 31, 36, 38, 71, and 75  <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48  <i>The Ostrich Chase:</i> 21, 40, 69, 97, and 113  <i>Pacific Crossing:</i> 38, 41, and end of Chs. 8, 11, and 13</p>

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<ul style="list-style-type: none"> <li>Read to acquire information for different purposes such as preparing a research project or gaining a general impression of the material presented in an article.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide the student with the opportunity to read for a variety of purposes.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide the student with a variety of reading material which they may read for any number of purposes</p>
<ul style="list-style-type: none"> <li>Demonstrate the ability to choose materials that are appropriate to their reading skill and for the task at hand such as reading for enjoyment, to complete an assignment, or to carry out a project.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The students select the <i>READ 180</i> Audiobooks of their choice.</p> <p><b>Paperbacks:</b>            Although the teacher directs students to the appropriate level, the students select the <i>READ 180</i> Paperbacks of their choice.</p>
<ul style="list-style-type: none"> <li>Demonstrate the ability and interest to read a variety of materials during free time.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The student can read the <i>READ 180</i> Audiobooks independently and has the opportunity to read them during free time.</p> <p><b>Paperbacks:</b>            The student can read the <i>READ 180</i> Paperbacks independently and has the opportunity to read them during free time.</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<b>Writing</b>	
<b>Curriculum Standard 2. Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.</b>	
<ul style="list-style-type: none"> <li>Initiate writing for a variety of purposes and audiences including creative, expository, narrative, persuasive, and practical writing.</li> </ul>	<p><b><u>Teacher Materials</u></b>          The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>          51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>          126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Identify the topic to be addressed in a written work and determine its organization and development.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Choose a form appropriate to the personal or academic purpose of their writing.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Use style and expressions that are appropriate to the purpose and audience.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Employ appropriate organizational patterns such as chronological order and compare and contrast.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Use paragraphing to indicate changes in central idea, setting, time, or character.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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<ul style="list-style-type: none"> <li>• Understand that composing a piece may require the generation of multiple drafts to reflect the author's purpose and clarify thoughts.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>• Analyze the progress of their writing independently and in collaboration with others.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Demonstrate through their writing that they know how to spell commonly used words and can apply rules of grammar (for example, verb tense, parts of speech, subject-verb agreement).</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><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><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>• Use a variety of revising and editing strategies to improve the style and effectiveness of their writing.</li> </ul>	<p><b><u>Teacher Material</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Demonstrate an understanding of the format and characteristics of various forms of writing including friendly letters, business letters, reports, jokes, riddles, news articles, scripts, captions, video overlays, interviews, fiction, poetry, biography, invitations, charts, songs, and essays.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>
<ul style="list-style-type: none"> <li>Use evidence to present, support, and defend their ideas and points of view.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            165, 215</p> <p><b>Teacher’s Resource Book:</b>            126, 134, 145, 148, 155, 156, 159, 184, 201</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Construct, evaluate, and revise written, reference-based reports with documented sources.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Final Projects provided for use with the Software, Audiobook, and Paperback passages.</p>
<b>Speaking, Listening, and Viewing</b>	
<b>Curriculum Standard 3. Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.</b>	
<ul style="list-style-type: none"> <li>Use and understand spoken language appropriate to the topic, purpose, and/or audience.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            87, 107, 113, 115, 137, 177, 201, 207, 229</p> <p><b>Teacher’s Resource Book:</b>            126, 139, 149, 152, 189, 191</p>
<ul style="list-style-type: none"> <li>Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks and give students the opportunity to respond to a variety of questions and topics.</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher and provide the opportunity to contribute to verbal discussions and interactions.</p>
<ul style="list-style-type: none"> <li>Maintain discussion and conversation by entering in, taking turns, responding to others' remarks, summarizing, and closing.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher's Guide:</b>            The <i>READ 180 Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks and give students the opportunity to respond to a variety of questions and topics.</p> <p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher and provide the opportunity to contribute to verbal discussions and interactions.</p>
<ul style="list-style-type: none"> <li>Understand and evaluate spoken and audio-visual messages by listening, following the sequence of ideas, and making informed, reasoned inferences, judgments, and interpretations.</li> </ul>	<p><b><u>Student Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Software:</b>            1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p><b>Audiobooks:</b>  <i>Back to the Titanic!:</i> 4, 117, and end of Ch. 11  <i>Beautiful Warrior:</i> 1  <i>Favorite Greek Myths:</i> 70  <i>For Your Eyes Only!:</i> 62, 73, and 104  <i>I Thought My Soul Would Rise and Fly:</i> 26, 39, 52, 55, and 101  <i>Jonah the Whale:</i> 19, 39, and 64  <i>The Journal of Joshua Loper:</i> 6  <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 32, and 50  <i>The Magnificent Mummy Maker:</i> 114  <i>The Music of Dolphins:</i> 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57  <i>The Ostrich Chase:</i> 55, 63, and 80  <i>Pacific Crossing:</i> end of Chs. 1, 3, 14, and 16</p> <p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following</p> <p><b>Teacher’s Guide:</b>            Software: 53            Audiobooks: 145            Paperbacks: 211</p> <p><b>Reading Strategies Book:</b>            21, 57, 99</p> <p><b>Teacher’s Resource Book:</b>            119</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<b>Literature</b>	
<b>Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.</b>	
<ul style="list-style-type: none"> <li>Understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real life, may elicit a variety of responses and informed, reasoned interpretations.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide students with the opportunity to read a variety of texts.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with the opportunity to read a variety of texts.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks and give students the opportunity to respond to a variety of questions and topics.</p> <p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher and provide the opportunity to contribute to verbal discussions and interactions.</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Explain that literature can be used to better understand themselves and others, as well as develop an understanding of American culture and the world in which they live.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks and give students the opportunity to respond to a variety of questions and topics.</p> <p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher and provide the opportunity to contribute to verbal discussions and interactions.</p>
<ul style="list-style-type: none"> <li>Understand the characteristics of a wide variety of genres including short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure stories, informational articles, and factual presentations.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Audiobooks:</b>            The <i>READ 180 Audiobooks</i> provide students with the opportunity to read a wide variety of texts from a number of genres.</p> <p><b>Paperbacks:</b>            The <i>READ 180 Paperbacks</i> provide students with the opportunity to read text from a variety of genres.</p> <p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks and give students the opportunity to respond to a variety of questions and</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p>topics.</p> <p><b>Reading Strategies Book:</b>            The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with the teacher and provide the opportunity to contribute to verbal discussions and interactions on a wide range of topics.</p>
<ul style="list-style-type: none"> <li>Demonstrate knowledge, understanding, and appreciation of a wide variety of literary works such as Newbery books and worthy examples of writing by American and British authors.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180 Audiobooks</i> present students with a wide variety of literary works by a number of authors.</p> <p><b>Paperbacks:</b>            The <i>READ 180 Paperbacks</i> present students with a wide variety of literary works by a number of authors.</p>
<b>English Language Uses</b>	
<b>Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.</b>	
<ul style="list-style-type: none"> <li>Compare and use information presented in written, spoken, audio-visual, and graphic forms.</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Discussion Questions and Final Projects provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>Distinguish facts from opinions in materials presented in various forms.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180 Audiobooks</i> provide</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p>students with text from a variety of fiction and nonfiction sources which students may read.</p> <p><b>Paperbacks:</b>            The <i>READ 180 Paperbacks</i> provide students with text from a variety of fiction and nonfiction sources which students may read.</p> <p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> provides students with the opportunity to discuss a wide variety of topics with the teacher, including facts and opinions.</p> <p><b>Reading Strategies Book:</b>            The <i>READ 180 Reading Strategies Book</i> provides students with the opportunity to discuss a wide variety of topics and questions with the teacher, including facts and opinions.</p>
<ul style="list-style-type: none"> <li>• Distinguish between informative and persuasive messages.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Discussion Questions and Final Projects provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>• Summarize messages.</li> </ul>	<p><b><u>Student Materials</u></b>  <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;</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
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	<b>Teacher's Resource Book:</b> 115

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Access information from multiple sources and information-retrieval systems.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Final Projects provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>Select and organize tasks and projects by understanding directions, making and keeping deadlines, and selecting and using information from a variety of relevant sources.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following:</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97, 103, 111, 121, 123, 125, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 223</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>
<ul style="list-style-type: none"> <li>Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, note taking, outlining, highlighting, paraphrasing, flowcharts, and Venn diagrams (graphs that use circles to represent connections and interactions).</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97, 101, 103, 111, 121, 123, 125, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 223, 225</p> <p><b>Teacher’s Resource Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<p><b>Curriculum Standard 6. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.</b></p>	
<ul style="list-style-type: none"> <li>Understand the uses and advantages of various types of communication, both verbal and non-verbal.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Discussion Questions provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>Use a variety of methods of written and oral expression.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Reading Strategies Book:</b>            126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Recognize, evaluate, and react to others' attempts at persuasion.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b>            165, 215</p> <p><b>Teacher's Resource Book:</b>            126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> <li>Express ideas clearly and concisely.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following:</p> <p><b>Teacher's Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p><b>Reading Strategies Book:</b>            135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 173, 174, 175, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>• Use new vocabulary acquired through reading and listening.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><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.</p> <p><b>Audiobooks:</b>            The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            48, 58, 68, 78, 88, 98, 108, 118, 128</p> <p><b>Reading Strategies Book:</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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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Identify when formal and informal English is being used.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide students with a wide variety of texts and students may analyze the use of formal and informal English within those passages</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with a wide variety of texts and students may analyze the use of formal and informal English within those reading passages</p>
<ul style="list-style-type: none"> <li>Recognize when another individual or a group does not understand their message.</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Discussion Questions provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>Use a variety of types of figurative language including analogies, personification, hyperbole, and alliteration.</li> </ul>	<p><b><u>Teacher Materials</u></b></p> <p>The opportunity to address this objective is available. See the following:</p> <p><b>Reading Strategies Book:</b>            46, 52, 88, 112</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Understand that language, both written and spoken, reflects a point of view.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide students with a variety of readings which may be examined for point of view.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with a variety of readings which may be examined for point of view.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> contains a variety of questions which may be used for guiding discussion about passages around a variety of topics</p> <p><b>Reading Strategies Book:</b>            The <i>READ 180 Reading Strategies Book</i> contains discussion questions and topics which may be used to analyze the passages.</p>
<ul style="list-style-type: none"> <li>Understand and employ the conventions of English grammar including subject-verb agreement, pronoun usage, modifiers, sentence structure, and tense.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following:</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 128, 129, 131, 133, 135, 137, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 173, 175, 177, 179, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225,</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
(continued from previous page)	<p>227, 229, 231</p> <p><b>Reading Strategies Book:</b>            135, 136, 137, 138, 139, 140, 141, 142, 144,            145, 146, 147, 148, 149, 151, 152, 153, 154,            155, 156, 157, 158, 159, 160, 161, 162, 163,            164, 165, 166, 167, 168, 169, 170, 171, 173,            174, 175, 176, 177, 178, 179, 180, 182, 183,            184, 185, 186, 187, 188, 189, 190, 191, 192,            193, 194, 195, 196, 197, 198, 199, 200, 201,            202, 203</p>
<p><b>Curriculum Standard 7. Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.</b></p>	
<ul style="list-style-type: none"> <li>• Use oral and written language to participate appropriately in social situations.</li> </ul>	<p><b><u>Teacher Materials</u></b>            The opportunity to address this objective is available. See the following:</p> <p><b>Teacher’s Guide:</b>            51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77,            81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 105,            107, 111, 113, 115, 117, 121, 123, 125, 127,            128, 129, 131, 133, 135, 137, 141, 145, 147,            149, 151, 153, 155, 157, 159, 161, 163, 165,            167, 173, 175, 177, 179, 183, 185, 187, 189,            191, 193, 195, 197, 199, 201, 203, 205, 207,            209, 211, 213, 215, 217, 219, 221, 223, 225,            227, 229, 231</p> <p><b>Reading Strategies Book:</b>            135, 136, 137, 138, 139, 140, 141, 142, 144,            145, 146, 147, 148, 149, 151, 152, 153, 154,            155, 156, 157, 158, 159, 160, 161, 162, 163,            164, 165, 166, 167, 168, 169, 170, 171, 173,            174, 175, 176, 177, 178, 179, 180, 182, 183,            184, 185, 186, 187, 188, 189, 190, 191, 192,</p>

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<b>Proficiency Standards</b>	<b><i>READ 180 - Stage A</i></b>
	193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Understand that word processing packages, computer games, business inventory data-bases, and other Software applications result from a series of messages written according to the rules of a computer-programming language.</li> </ul>	<p>The opportunity to introduce this objective is available when the teacher introduces the <i>READ 180</i> Software passages and discusses the way the CDs function.</p>
<ul style="list-style-type: none"> <li>Understand that language can be used for communication, exploration, and life-long learning.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide students with a variety of texts which may be analyzed for purpose.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with a variety of texts which may be analyzed for purpose.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> provides a variety of discussion questions which can be used to evaluate and analyze the reading passages.</p> <p><b>Reading Strategies Book:</b>            The <i>READ 180 Reading Strategies Book</i> provides students with the opportunity to discuss and respond to readings in a variety of ways.</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Communicate and work effectively with others as active participants and responsive listeners.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> provides students with the opportunity to respond to and discuss the reading passages.</p> <p><b>Reading Strategies Book:</b>            The <i>READ 180 Reading Strategies Book</i> provides questions for discussion which allow the student the opportunity to respond to and discuss the reading passages.</p>
<ul style="list-style-type: none"> <li>Take responsibility for individual contributions to group and class projects by sharing ideas and workloads and incorporating individual talents and perspectives.</li> </ul>	<p><b><u>Teacher Materials</u></b>  <b>Teacher’s Guide:</b>            The opportunity to address this objective is available in the <i>READ 180 Teacher’s Guide</i> in connection with the Discussion Questions provided for use with the Software, Audiobook, and Paperback passages.</p>
<ul style="list-style-type: none"> <li>Understand material presented in documents such as directions for games and assembling and repairing; classroom and laboratory procedures; recipes; schedules; forms; maps; and warranties.</li> </ul>	<p><b><u>Student Materials</u></b>  <b>Software:</b>            The <i>READ 180 Software</i> provides students with the opportunity to understand material presented and to follow directions.</p>

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Proficiency Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> <li>Apply information derived from written, spoken, and audio-visual materials to both everyday and school-related problems and situations.</li> </ul>	<p><b><u>Student Materials</u></b></p> <p><b>Software:</b>            The <i>READ 180</i> Software provides students with the opportunity to understand material presented and to follow directions.</p> <p><b>Audiobooks:</b>            The <i>READ 180</i> Audiobooks provide the student with text from a variety of sources and students may respond to them in any number of ways.</p> <p><b>Paperbacks:</b>            The <i>READ 180</i> Paperbacks provide students with text from a variety of sources and allows the student to respond to them in a number of ways.</p> <p><b><u>Teacher Materials</u></b></p> <p><b>Teacher’s Guide:</b>            The <i>READ 180 Teacher’s Guide</i> provides students with the opportunity to discuss the passages and to respond to them in a variety of ways.</p> <p><b>Reading Strategies Book:</b>            The <i>READ 180 Reading Strategies Book</i> provides students with the opportunity to respond to the texts in a variety of ways.</p>