

Scholastic Read 180, Stage A ©2005
correlated to
New Jersey Core Curriculum Content Standards for Language Arts Literacy
Grade 4

New Jersey Core Curriculum Content Standards for Language Arts Literacy, Grade 4	Scholastic Read 180, Stage A ©2005
STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.	
A. Concepts About Print/Text	
1. Identify difference of various print formats, including newspapers, magazines, books, and reference resources.	rBook TE and rBook SE: 12–14, 36–38, 86, 92–94, 112–114, 116–119, 168–170, 190, 196–198, 214, 216–225 Resources for Differentiated Instruction Book 1: 325, 331 Teaching Resources Paperbacks: 11, 15, 16, 22, 31, 35, 39
2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 12-14, 16-19, 34, 36-38, 40-43, 60-71, 92-94, 114, 116-119
3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).	rBook TE and rBook SE: 18, 29, 36-37, 42, 60-71, 95, 105, 112-114, 116-119, 136-149, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327
B. Phonological Awareness	
No additional indicators at this grade level	
C. Decoding and Word Recognition	
1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.	rBook TE and rBook SE: 20, 21, 201, 240, 241, 242 Resources for Differentiated Instruction Book 1: 25, 113, 116, 134, 137, 148, 150, 151
2. Know and use common word families to decode unfamiliar words.	rBook TE and rBook SE: 73, 153
3. Recognize compound words, contractions, and common abbreviations.	rBook TE and rBook SE: 97, 244 Resources for Differentiated Instruction Book 1: 236–237, 262–263 Book 2: 196, 197
D. Fluency	
1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.	rBook TE and rBook SE: 31A, 55A, 107A, 163A, 187A, 239A Resources for Differentiated Instruction Book 1: 164, 168–169

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2. Read at different speeds using scanning, skimming, or careful reading as appropriate.	Resources for Differentiated Instruction Book 1: 288, 289, 315
E. Reading Strategies (before, during, and after reading)	
1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.	rBook TE and rBook SE: 10, 16, 34, 40, 56, 64, 84, 92, 108, 116, 132, 138, 144, 164, 172, 188, 192, 196, 212, 220
2. Identify specific words or passages causing comprehension difficulties and seek clarification.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 41, 88, 110, 141, 214, 217, 226 Resources for Differentiated Instruction Book 1: 318
3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).	rBook TE and rBook SE: 11, 15, 32D, 35, 39, 87, 91, 111, 115, 167, 171, 191, 195, 215, 219
F. Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	rBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242 Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269
2. Infer specific word meanings in the context of reading passages.	rBook TE and rBook SE: 16, 93, 96, 116 Resources for Differentiated Instruction Book 1: 264–265
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	rBook TE and rBook SE: 44, 45, 72, 73, 120–121, 241, 243, 244 Resources for Differentiated Instruction Book 1: 242, 246, 248 Book 3: 28
4. Use a grade-appropriate dictionary (independently) to define unknown words.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 229 Resources for Differentiated Instruction Book 1: 244–245

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G. Comprehension Skills and Response to Text	
1. Discuss underlying themes across cultures in various texts.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
2. Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies).	rBook TE and rBook SE: 10–19, 41, 52, 81, 104, 166–175, 186, 197, 223 Resources for Differentiated Instruction Book 1: 292, 293, 296, 297, 396, 397, 399, 400 Teaching Resources Audiobooks: 60 Topic Software: 19, 25, 30, 42, 48, 54, 60, 63, 66, 67, 69 Paperbacks: 11, 15, 16, 22, 31, 35, 43, 51, 83
3. Cite evidence from text to support conclusions.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 17, 42, 94, 110 Resources for Differentiated Instruction Book 1: 304, 305, 405 Teaching Resources Audiobooks: 42 Paperbacks: 49, 53
4. Understand author’s opinions and how they address culture, ethnicity, gender, and historical periods.	The opportunity to address this objective is available throughout. See, for example: Teaching Resources Audiobooks: 14, 15, 17, 19, 22, 23, 24
5. Follow simple multiple-steps in written instructions.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
6. Recognize an author’s point of view.	rBook TE and rBook SE: 60, 122, 124, 136, 218, 221 Resources for Differentiated Instruction Book 1: 320 Book 2: 94, 100, 105, 111
7. Identify and summarize central ideas in informational texts.	rBook TE and rBook SE: 13, 17, 87, 91, 117, 174, 190, 194, 220, 225 Resources for Differentiated Instruction Book 1: 294, 295 Book 2: 83

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8. Recognize differences among forms of literature (poetry, drama, fiction, nonfiction).	rBook TE and rBook SE: 12-14, 60-71, 150, 216-225, 226-227 Resources for Differentiated Instruction Book 1: 325, 329, 330 Book 2: 14, 15, 19, 20, 24, 25, 29, 30, 34, 35, 39, 40, 134, 135
9. Recognize literary elements in stories, including setting, characters, plot, and mood.	See the following opportunities to support this standard. rBook TE and rBook SE: 58–71, 136–149, 150–151, 248 Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 332 Teaching Resources Audiobooks: 14, 16, 17, 18, 23, 24, 27, 39 Paperbacks: 14, 16, 18, 21, 25, 26, 28, 29, 30, 32, 33, 34, 37, 40, 47, 59, 63, 69, 75, 79, 89, 95, 101
10. Identify some literary devices in stories.	rBook TE and rBook SE: 36, 67, 68, 69, 137, 141, 142, 151, 192, 248 Resources for Differentiated Instruction Book 1: 332, 333, 334, 337
11. Identify the structures in poetry.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 150–151, 226–227, 248 Resources for Differentiated Instruction Book 1: 329, 333, 335 Book 2: 134–135, 138 Teaching Resources Audiobooks: 20
12. Identify the structures in drama.	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 1: 330

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13. Read regularly in materials appropriate for their independent reading level.	<p>The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 12–14, 60–71, 116–119, 196–198, 234</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39</p>
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
2. Investigate a favorite author and produce evidence of research.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	
1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	<p>rBook TE and rBook SE: 22–25, 46–49, 74–77, 98–101, 122–125</p> <p>Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104</p>
2. Develop an awareness of form, structure, and author’s voice in various genres.	rBook TE and rBook SE: 63, 136-149, 150-151, 218, 220, 226-227, 248
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.	<p>rBook TE and rBook SE: 11, 15, 32D, 35, 39, 87, 91, 111, 115, 167, 171, 191, 195, 215, 219</p> <p>Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104</p>
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	<p>rBook TE and rBook SE: 22–25, 46–49, 74–77, 98–101, 122–125</p> <p>Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104</p>

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5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
6. Review own writing with others to understand the reader’s perspective and to consider ideas for revision.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
7. Review and edit work for spelling, mechanics, clarity, and fluency.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 229, 243 Resources for Differentiated Instruction Book 2: 141, 142, 150
9. Use computer writing applications during most of the writing process.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 185, 207, 235
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
11. Reflect on one’s writing, noting strengths and areas needing improvement.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
B. Writing as a Product (resulting in a formal product or publication)	
1. Create narrative pieces, such as memoir or personal narrative that contain description and relate ideas, observations, or recollections of an event or experience.	rBook TE and rBook SE: 46–51, 178–183 Resources for Differentiated Instruction Book 2: 14, 19, 24, 34, 39
2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.	rBook TE and rBook SE: 22–27, 98–103 Resources for Differentiated Instruction Book 2: 84, 89

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3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
4. Build knowledge of the characteristics and structures of a variety of genres.	Resources for Differentiated Instruction Book 1: 325, 329, 330 Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 79, 84, 99, 104, 114, 134
5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 158–159, 212–213
7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.	rBook TE and rBook SE: 26, 50, 235 Resources for Differentiated Instruction Book 2: 202–203
8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.	See the following opportunities to support this standard. rBook TE and rBook SE: 24, 76, 100, 178, 232 Resources for Differentiated Instruction Test Taking Strategies: 100, 102, 103, 106, 108 Teaching Resources Paperbacks: 103, 104, 105, 106, 108

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9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 12–14, 60–71, 116–119, 196–198, 234 Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96 Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39
10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.	rBook TE and rBook SE: 25, 49, 101, 125, 125, 157, 181, 205 Resources for Differentiated Instruction Book 2: 54, 58
11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
C. Mechanics, Spelling, and Handwriting	
1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.	rBook TE and rBook SE: 26, 50, 103, 251 Resources for Differentiated Instruction Book 2: 128, 160, 161, 202, 203, 206, 207, 208, 209
2. Use increasingly complex sentence structure and syntax to express ideas.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, appropriate verb tenses.	rBook TE and rBook SE: 26, 50, 102, 103, 182, 248, 249, 251 Resources for Differentiated Instruction Book 2: 23, 38, 128, 160, 161, 168, 169, 170, 171, 174, 175, 178, 179, 180, 181, 184, 185, 202, 203, 206, 207, 208, 209

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4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.	rBook TE and rBook SE: 27, 103, 127, 207 Resources for Differentiated Instruction Book 2: 18, 28, 128, 154–155, 159, 200–201, 204–205, 206–207, 208–209, 210–211
5. Use capital letters correctly in sentences, for proper nouns, and in titles.	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 162, 163
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	rBook TE and rBook SE: 22, 46, 98, 178 Resources for Differentiated Instruction Book 2: 15, 20, 25, 30, 35, 40, 70, 75, 80, 85, 90
7. Indent in own writing to show the beginning of a paragraph.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.	rBook TE and rBook SE: 72, 73, 83B, 120 Resources for Differentiated Instruction Book 1: 242–243, 262, 263
9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.	Resources for Differentiated Instruction Book 1: 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228
10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.	rBook TE and rBook SE: 229, 240–244 Resources for Differentiated Instruction Book 1: 244, 252
11. Write legibly in manuscript or cursive to meet district standards.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	
1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127, 154–159, 178–183, 202–207, 230–235 Resources for Differentiated Instruction Book 2: 14, 24, 29, 34, 44, 59, 74, 89, 94, 109, 124, 134

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2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.	Resources for Differentiated Instruction Book 1: 325, 329, 330
3. Develop independence by setting self-selected purposes and generating topics for writing.	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127, 154–159, 178–183, 230–235
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, poetry).	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127, 154–159, 178–183, 230–235 Resources for Differentiated Instruction Book 2: 14, 24, 29, 34, 44, 59, 74, 89, 94, 109, 124, 134
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.	rBook TE and rBook SE: 25, 49, 77, 90, 101, 125, 157, 181, 197, 205, 233 Resources for Differentiated Instruction Book 2: 69, 74, 79, 89
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.	rBook TE and rBook SE: 74–79 Resources for Differentiated Instruction Book 2: 79
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.	rBook TE and rBook SE: 46–51, 178–183, 230–235 Resources for Differentiated Instruction Book 2: 19, 24, 34, 39
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.	rBook TE and rBook SE: 22–27, 98–103 Resources for Differentiated Instruction Book 2: 141-150
9. Write letters for a variety of audiences and purposes, formal and informal.	Resources for Differentiated Instruction Book 2: 119, 121, 122, 124, 126, 127, 129, 131, 132
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.	rBook TE and rBook SE: 35, 39 Resources for Differentiated Instruction Book 2: 14, 16, 24, 26, 29, 31, 34, 36, 39, 42, 69, 71 Teaching Resources Paperbacks: 11, 22, 31
11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.	Resources for Differentiated Instruction Book 2: 74, 75, 76, 77, 78

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12. Use relevant graphics in writing (e.g., maps, charts, illustrations).	Resources for Differentiated Instruction Book 2: 19, 34, 39, 44, 49, 59, 64, 69, 84, 89, 109, 114, 124
13. Demonstrate the development of a personal style and voice in writing.	rBook TE and rBook SE: 22–25, 98–101, 155–157 Resources for Differentiated Instruction Book 2: 74, 79, 84, 89, 94, 99, 104, 109, 114
14. Review scoring criteria of a writing rubric.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 150
15. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	
A. Discussion (small group and whole class)	
1. Use details, examples and reasons to support central ideas or clarify a point of view.	rBook TE and rBook SE: 10-11, 12-13, 16-17, 18-19
2. Stay focused on a topic and ask relevant questions.	Resources for Differentiated Instruction Book 3: 26, 32, 39, 57, 68
3. Take turns without dominating.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
B. Questioning (Inquiry) and Contributing	
1. Develop questioning techniques (e.g., who, what, when, where, why, and how).	Resources for Differentiated Instruction Book 3: 32
2. Use interview techniques to develop inquiry skills.	Resources for Differentiated Instruction Book 3: 32
3. Explore concepts by describing, narrating, or explaining how and why things happen.	rBook TE and rBook SE: 58, 60, 62, 66, 70, 84, 86, 88, 92, 94, 138, 147
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.	rBook TE and rBook SE: 58, 60, 62, 66, 70, 84, 86, 88, 92, 94, 110, 112, 116, 118, 132, 134, 136, 138, 142, 144
5. Reflect and evaluate information learned as a result of the inquiry.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
6. Solve a problem or understand a task through group cooperation.	rBook TE and rBook SE: 11, 13, 15, 39, 47, 61, 63, 65, 67, 69, 91, 113, 115, 117

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C. Word Choice	
1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.	Resources for Differentiated Instruction Book 3: 34, 45, 46, 64, 65
2. Use figurative language purposefully in speaking situations.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
3. Use appropriate vocabulary to support or clarify a message.	Resources for Differentiated Instruction Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
4. Adapt language to persuade, explain, or seek information.	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 94, 99, 104, 109
D. Oral Presentation	
1. Speak for a variety of audiences and purposes.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
3. Use notes or other memory aids to structure a presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134
5. Participate in a dramatization or role-play across the curriculum.	Resources for Differentiated Instruction Book 3: 34, 45, 46, 64, 65
6. Read aloud with fluency.	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183 Teaching Resources Topic Software: 18, 26, 30, 36, 39, 45, 54, 60, 66, 69
7. Understand and use criteria for a rubric to improve an oral presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.

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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.	
A. Active Listening	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99 Book 3: 21, 23, 25, 27, 29, 30, 33, 38, 43, 45, 54, 56, 60, 61, 62, 68, 69
2. Listen attentively and critically to a variety of speakers.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
3. Interpret vocabulary gained through listening.	Resources for Differentiated Instruction Book 3: 21, 23, 25, 29, 38, 43, 45, 54, 60, 62, 68
B. Listening Comprehension	
1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
2. Develop listening strategies (e.g., asking questions, taking notes) to understand what is heard.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
4. Make inferences based on an oral report or presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Describe how language reflects specific regions and/or cultures.	rBook TE and rBook SE: 62, 69, 142
6. Follow three- and four-step oral directions.	Resources for Differentiated Instruction Book 3: 42
STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.	
A. Constructing Meaning	
1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen.	rBook TE and rBook SE: 18, 42, 95, 118, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327
2. Respond to and evaluate the use of illustrations to support text.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 60-71, 117, 136-139

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3. Use graphs, charts, and diagrams to report data.	rBook TE and rBook SE: 18, 42, 95, 118, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327
4. Distinguish between factual and fictional visual representations.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
5. Identify the central theme in a movie, film, or illustration.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
6. Identify the target audience for a particular program, story, or advertisement.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
7. Demonstrate an awareness of different media forms and how they contribute to communication.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
B. Visual and Verbal Messages	
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
2. Explore and interpret various messages found in advertisements and other texts.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
3. Discuss the emotional impact of photos and how they aid understanding.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 8, 10, 12, 16, 40, 41, 84, 86, 87, 89, 90, 92, 108, 113, 192, 212, 216, 218, 221
4. Compare and contrast media sources, such as film and book versions of a story.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
C. Living with Media	
1. Express preferences for media choices.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.

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STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.	
A. Concepts About Print/Text	
1. Use a text index and glossary appropriately.	rBook TE and rBook SE: 240-244
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	rBook TE and rBook SE: 114
B. Phonological Awareness	
No additional indicators at this grade level.	
C. Decoding and Word Recognition	
1. Use the pronunciation key of a dictionary to decode new words.	See the following opportunities to support this standard: rBook TE and rBook SE: 229 Resources for Differentiated Instruction Book 1: 244–245
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	rBook TE and rBook SE: 16, 20, 21, 93, 96, 116, 201, 240, 241, 242 Resources for Differentiated Instruction Book 1: 25, 113, 116, 134, 137, 148, 150, 151, 264–265
3. Interpret new words correctly in context.	rBook TE and rBook SE: 16, 93, 96, 116 Resources for Differentiated Instruction Book 1: 264–265
4. Apply spelling and syllabication rules that aid in decoding and word recognition.	rBook TE and rBook SE: 20, 21, 201 Resources for Differentiated Instruction Book 1: 113, 116, 134, 137, 148, 150, 151
D. Fluency	
1. Adjust reading speed appropriately for different purposes and audiences.	rBook TE and rBook SE: 163A, 187A
2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.	rBook TE and rBook SE: 16, 20, 21, 93, 96, 116, 201, 240, 241, 242 Resources for Differentiated Instruction Book 1: 25, 113, 116, 134, 137, 148, 150, 151, 264–265

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3. Read aloud in ways that reflect understanding of proper phrasing and intonation.	See the following selected examples: rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 164–165, 166, 167, 168–169, 170, 171, 174, 175, 178, 179, 180–181, 182, 183
4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 164–165, 166, 167, 168–169, 170, 171, 174, 175, 178, 179, 180–181, 182, 183
5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	rBook TE and rBook SE: 239A Resources for Differentiated Instruction Book 1: 318
E. Reading Strategies (before, during, and after reading)	
1. Activate prior knowledge and anticipate what will be read or heard.	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
2. Vary reading strategies according to their purpose for reading and the nature of the text.	Resources for Differentiated Instruction Book 1: 166, 170, 171, 174, 178, 179, 182, 186, 187, 189 Teaching Resources Topic Software: 18, 26, 30, 36, 39, 45, 54, 60, 66, 69
3. Reread to make sense of difficult paragraphs or sections of text.	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 318
4. Make revisions to text predictions during and after reading.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 319, 413
5. Apply graphic organizers to illustrate key concepts and relationships in a text.	rBook TE and rBook SE: 11, 15, 32D, 35, 39, 87, 91, 111, 115, 167, 171, 191, 195, 215, 219
F. Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	rBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242 Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269

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2. Infer specific word meanings in the context of reading passages.	rBook TE and rBook SE: 16, 93, 96, 116 Resources for Differentiated Instruction Book 1: 264–265
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	rBook TE and rBook SE: 44, 45, 72, 73, 120–121, 241, 243, 244 Resources for Differentiated Instruction Book 1: 242, 246, 248 Book 3: 28
4. Use a grade-level appropriate dictionary independently to define unknown words.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 229 Resources for Differentiated Instruction Book 1: 244–245
5. Use a thesaurus to identify alternative word choices and meanings.	rBook TE and rBook SE: Resources for Differentiated Instruction Book 1: 252
G. Comprehension Skills and Response to Text	
1. Identify author’s purpose, views, and beliefs.	rBook TE and rBook SE: 122, 124 Resources for Differentiated Instruction Book 2: 94, 100, 105, 111
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).	This objective falls outside the scope of Scholastic Read 180, Stage A ©2005.
3. Use cause and effect and sequence of events to gain meaning.	rBook TE and rBook SE: 24–25, 48–49, 76–77, 100–101, 124–125, 156–157, 180–181, 232–233 Resources for Differentiated Instruction Book 2: 14, 39, 69, 84, 114
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.	rBook TE and rBook SE: 35, 167
5. Recognize persuasive and propaganda techniques used to influence readers.	See the following opportunities to support this standard: rBook TE and rBook SE: 122–127 Resources for Differentiated Instruction Book 2: 94, 99, 104, 109

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6. Recognize historical and cultural biases and different points of view.	See the following opportunities to support this standard: Teaching Resources Audiobooks: 14, 15, 17, 19, 22, 23, 24
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.	rBook TE and rBook SE: 149, 227 Resources for Differentiated Instruction Book 1: 312, 313 Test Taking Strategies: 42
8. Distinguish between major and minor details.	rBook TE and rBook SE: 8C, 10–19, 41, 245 Resources for Differentiated Instruction Book 1: 292, 293, 396, 397 Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
9. Make inferences using textual information and provide supporting evidence.	rBook TE and rBook SE: 34, 37, 38, 60, 62, 65, 71, 114, 138, 140, 144, 147, 175, 193 Resources for Differentiated Instruction Book 1: 302, 303, 404 Teaching Resources Audiobooks: 51 Paperbacks: 57, 99
10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).	rBook TE and rBook SE: 18, 95, 114, 118, 224
11. Identify and analyze text types, formats, and elements in nonfiction.	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 18-19, 43-44, 94-95, 114, 118-119, 174-175, 199, 224-225
12. Recognize literary elements in stories, including setting, characters, plot, and mood.	See the following opportunities to support this standard. rBook TE and rBook SE: 58–71, 136–149, 150–151, 248 Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 332 Teaching Resources Audiobooks: 14, 16, 17, 18, 23, 24, 27, 39 Paperbacks: 14, 16, 18, 21, 25, 26, 28, 29, 30, 32, 33, 34, 37, 40, 47, 59, 63, 69, 75, 79, 89, 95, 101

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13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).	rBook TE and rBook SE: 137, 139, 141, 192 Resources for Differentiated Instruction Book 1: 274–275 Book 3: 60
14. Identify and respond to the elements of sound and structure in poetry.	See the following opportunities to support this standard: rBook TE and rBook SE: 150–151, 226–227 Resources for Differentiated Instruction Book 1: 329 Book 2: 134–135, 138 Teaching Resources Audiobooks: 20
15. Identify the structures in drama.	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 1: 330
16. Read regularly in materials appropriate for their independent reading level.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 12–14, 60–71, 116–119, 196–198, 234 Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96 Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39
17. Interpret idiomatic expressions.	rBook TE and rBook SE: 13, 86, 90, 121, 170, 190, 214, 223
H. Inquiry and Research	
1. Use library classification systems, print or electronic, to locate information.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
2. Develop and revise questions for investigations prior to, during, and after reading.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 139, 140

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3. Use multiple sources to locate information relevant to research questions.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 141, 142
4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Draw conclusions from information gathered from multiple sources.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 144
6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	rBook TE and rBook SE: 18, 42, 95, 118, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327
7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.	Resources for Differentiated Instruction Book 2: 141, 142, 143, 144, 145, 146
8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	
1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44
2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.	Resources for Differentiated Instruction Book 2: 44, 49, 54, 69, 74, 79, 84, 89,
3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	rBook TE and rBook SE: 22–25, 46–49, 74–77, 98–101, 122–125 Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104
4. Develop an awareness of form, structure, and author’s voice in various genres.	rBook TE and rBook SE: 63, 136-149, 150-151, 218, 220, 226-227, 248

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5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.	rBook TE and rBook SE: 11, 15, 32D, 35, 39, 87, 91, 111, 115, 167, 171, 191, 195, 215, 219
6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing	rBook TE and rBook SE: 22–25, 46–49, 74–77, 98–101, 122–125 Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104
7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.	Resources for Differentiated Instruction Book 2: 108, 133
8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
9. Review own writing with others to understand the reader’s perspective and to consider and incorporate ideas for revision.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
10. Review and edit work for spelling, usage, clarity, organization, and fluency.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
11. Use a variety of reference materials to revise work.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 229, 243 Resources for Differentiated Instruction Book 2: 141, 142, 150
12. Use computer writing applications during the writing process.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 185, 207, 235
13. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233

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14. Reflect on own writing, noting strengths and setting goals for improvement.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
B. Writing as a Product (resulting in a formal product or publication)	
1. Expand knowledge of characteristics and structures of selected genres.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based)	Resources for Differentiated Instruction Book 2: 17, 22, 27, 32, 37, 43, 93, 94, 97, 109, 113
3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	Resources for Differentiated Instruction Book 2: 17, 22, 27, 32, 37, 43, 93, 94, 97, 109, 113
4. Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.	rBook TE and rBook SE: 46–51, 178–183 Resources for Differentiated Instruction Book 2: 14, 19, 24, 34, 39
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.	rBook TE and rBook SE: 8C, 10–19, 41, 245 Resources for Differentiated Instruction Book 1: 292, 293, 396, 397 Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.	See the following opportunities to support this standard: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 158–159, 212–213

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8. Prepare a works consulted page for reports or research papers.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147, 149
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	rBook TE and rBook SE: 25, 49, 101, 125, 125, 157, 181, 205 Resources for Differentiated Instruction Book 2: 54, 58
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	See the following opportunities to support this standard: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 34, 44, 59, 74, 94, 104, 134
C. Mechanics, Spelling, and Handwriting	
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	rBook TE and rBook SE: 26, 50, 103, 251 Resources for Differentiated Instruction Book 2: 128, 160, 161, 202, 203, 206, 207, 208, 209
2. Use increasingly complex sentence structure and syntax to express ideas.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
3. Use knowledge of English grammar and usage to express ideas effectively.	rBook TE and rBook SE: 26, 50, 102, 103, 182, 248, 249, 251 Resources for Differentiated Instruction Book 2: 23, 38, 128, 160, 161, 168, 169, 170, 171, 174, 175, 178, 179, 180, 181, 184, 185, 202, 203, 206, 207, 208, 209
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	rBook TE and rBook SE: 27, 103 Resources for Differentiated Instruction Book 2: 18, 28, 128, 154–155, 159, 200–201, 204–205, 206–207, 208–209, 210–211
5. Use quotation marks and related punctuation correctly in passages of dialogue.	rBook TE and rBook SE: 27, 103 Resources for Differentiated Instruction Book 2: 18, 28, 128, 154–155, 159, 200–201, 204–205, 206–207, 208–209, 210–211

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6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	rBook TE and rBook SE: 20, 21, 201, 240, 241, 242 Book 1: 134, 150, 151
7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	rBook TE and rBook SE: 22, 46, 98, 178 Resources for Differentiated Instruction Book 2: 15, 20, 25, 30, 35, 40, 70, 75, 80, 85, 90
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 24, 44, 54, 64, 84, 94, 104, 119
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	rBook TE and rBook SE: 229, 240–244 Resources for Differentiated Instruction Book 1: 244, 252
10. Write legibly in manuscript or cursive to meet district standards	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127, 154–159, 178–183, 202–207, 230–235 Resources for Differentiated Instruction Book 2: 14, 24, 29, 34, 44, 59, 74, 89, 94, 109, 124, 134
2. Gather, select, and organize information appropriate to a topic, task, and audience.	See the following selected examples: rBook TE and rBook SE: 24, 76, 100, 178, 232 Resources for Differentiated Instruction Book 2: 26, 67, 86, 101, 136 Test Taking Strategies: 100, 102, 103, 106, 108 Teaching Resources Paperbacks: 103, 105, 106, 107, 108
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.	rBook TE and rBook SE: 22–27, 46–51, 74–79, 122–127, 154–159, 178–183, 202–207, 230–235 Resources for Differentiated Instruction Book 2: 14, 29, 34, 44, 54, 69, 74, 89, 94, 104, 119, 134

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4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	rBook TE and rBook SE: 74–79, 154–159 Resources for Differentiated Instruction Book 2: 79
5. Use transitions between and within paragraphs.	rBook TE and rBook SE: 25, 49, 101, 125, 125, 157, 181, 205 Resources for Differentiated Instruction Book 2: 54, 58
6. Organize paragraphs using topic sentences.	rBook TE and rBook SE: 24, 48, 76, 124, 156, 180, 204, 232
7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	rBook TE and rBook SE: 46–51, 178–183, 230–235 Resources for Differentiated Instruction Book 2: 19, 34, 39
8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	See the following opportunities to support this standard: rBook TE and rBook SE: 46–51, 178–183, 230–235 Resources for Differentiated Instruction Book 2: 19, 34, 39
9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.	rBook TE and rBook SE: 22–27, 98–103
10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	rBook TE and rBook SE: 124–125 Resources for Differentiated Instruction Book 2: 104, 109
11. Demonstrate the ability to write friendly/business letters in correct format and coherent style.	Resources for Differentiated Instruction Book 2: 122, 127, 132
12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	rBook TE and rBook SE: 35, 39 Teaching Resources Topic Software: 18, 33, 44, 55, 63 Audiobooks: 25 Paperbacks: 11, 22, 31
13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .

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14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).	rBook TE and rBook SE: 18, 42, 95, 118, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327 Book 2: 19, 34, 39, 44, 49, 59, 64, 69, 84, 89, 109, 114, 124
15. Demonstrate the development of a personal style and voice in writing.	rBook TE and rBook SE: 22–25, 98–101, 155–157 Resources for Differentiated Instruction Book 2: 74, 79, 84, 89, 94, 99, 114, 147
16. Review scoring criteria of relevant rubrics.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 2: 150
17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	
A. Discussion (small group and whole class)	
1. Use details, examples, and reasons to support central ideas or clarify a point of view.	rBook TE and rBook SE: 10-11, 12-13, 16-17, 18-19
2. Stay focused on a topic and ask relevant questions.	Resources for Differentiated Instruction Book 3: 26, 32, 39, 57, 68
3. Accept others' opinions and respond appropriately.	See the following opportunities to support this standard: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
4. Respond orally to literature.	See the following opportunities to support this standard: rBook TE and rBook SE: 74–79 Teaching Resources Audiobooks: 71
5. Participate in class discussions appropriately.	rBook TE and rBook SE: 31B, 131B, 187B, 211B Resources for Differentiated Instruction Book 3: 32, 52, 53, 57, 68

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. Questioning (Inquiry) and Contributing	
1. Respond orally by adding questions and comments while integrating knowledge.	rBook TE and rBook SE: 31B, 131B, 187B, 211B Resources for Differentiated Instruction Book 3: 32, 52, 53, 57, 68
2. Use interview techniques to develop inquiry skills.	Resources for Differentiated Instruction Book 3: 32
3. Explore concepts by describing, narrating, or explaining how and why things happen.	rBook TE and rBook SE: 58, 60, 62, 66, 70, 84, 86, 88, 92, 94, 138, 147
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.	rBook TE and rBook SE: 58, 60, 62, 66, 70, 84, 86, 88, 92, 94, 110, 112, 116, 118, 132, 134, 136, 138, 142, 144
5. Reflect and evaluate information learned as a result of the inquiry.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
6. Solve a problem or understand a task through group cooperation.	rBook TE and rBook SE: 11, 13, 15, 39, 47, 61, 63, 65, 67, 69, 91, 113, 115, 117
C. Word Choice	
1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions.	Resources for Differentiated Instruction Book 3: 34, 45, 46, 64, 65
2. Use varied word choice to clarify, illustrate, and elaborate.	See the following opportunities to support this standard: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
3. Use figurative language purposefully in speaking situations.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
4. Select and use suitable vocabulary to fit a range of audiences.	See the following opportunities to support this standard: rBook TE and rBook SE: 12–14, 60–71, 93–94, 116–119, 136–149, 196–198
D. Oral Presentation	
1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 104, 106, 107

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2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
3. Use clear, precise, organized language that reflects the conventions of spoken English.	See the following opportunities to support this standard: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
4. Use visuals such as charts or graphs when presenting for clarification.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Use props effectively while speaking.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
6. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134
7. Use verbal and nonverbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
8. Read aloud with fluency.	See the following selected examples. Resources for Differentiated Instruction Book 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183 Teaching Resources Topic Software: 18, 26, 30, 36, 39, 45, 54, 60, 66, 69
9. Understand and use criteria from a rubric to improve an oral presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
10. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.	
A. Active Listening	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99 Book 3: 21, 23, 25, 27, 29, 30, 33, 38, 43, 45, 54, 56, 60, 61, 62, 68, 69
2. Listen attentively and critically to a variety of speakers.	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .

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4. Recognize and analyze persuasive techniques while listening.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
6. Listen to determine a speaker’s purpose, attitude, and perspective.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
B. Listening Comprehension	
1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).	rBook TE and rBook SE: 74–79 Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104 Teaching Resources Audiobooks: 71
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
4. Make inferences based on an oral report or presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Follow three-and four-step oral directions.	Resources for Differentiated Instruction Book 3: 42
STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.	
A. Constructing Meaning	
1. Respond to and evaluate the use of illustrations to support text.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 60-71, 117, 136-139

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2. Use graphs, charts, and diagrams to report data.	rBook TE and rBook SE: 18, 42, 95, 118, 174, 198, 224–225 Resources for Differentiated Instruction Book 1: 326, 327
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
4. Identify the central theme in a movie, film, or illustration.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Identify the target audience for a particular program, story, or advertisement.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
7. Understand uses of persuasive text related to advertising in society.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
8. Distinguish different points of view in media texts.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
B. Visual and Verbal Messages	
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
2. Evaluate media messages for credibility.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
3. Explore and interpret various messages found in advertisements and other texts.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 8, 10, 12, 16, 40, 41, 84, 86, 87, 89, 90, 92, 108, 113, 192, 212, 216, 218, 221
6. Compare and contrast media sources, such as film and book versions of a story.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .

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7. Understand the uses of technology (e.g., the Internet for research).	rBook TE and rBook SE: T46 Teaching Resources Topic Software: 27, 31, 42, 49, 55, 60, 63, 66, 69 Audiobooks: 14, 15, 16, 17, 19, 20, 21, 22, 23, 25
C. Living with Media	
1. Express and justify preferences for media choices.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
2. Choose the most appropriate media for a presentation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
3. Use a rubric to evaluate the content of media presentations.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
4. Examine and evaluate effects of media on the family, home, and school.	See the following opportunities to support this standard: rBook TE and rBook SE: 8K–8L, 32K–32L, 56M–56N, 84K–84L, 108K–108L, 132M–132N, 161, 188K–188L