

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
Phonemic Awareness, Word Recognition and Fluency	
Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.	
Acquisition of Vocabulary	
<i>Contextual Understanding</i>	
1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	<p><u>WS-Context Clues</u> <u>rBook Teaching Guide:</u> 16, 19, 93, 96, 116 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69), <u>rSkills Test:</u> Tests 2</p>
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	<p><u>WS-synonyms,antonyms</u> <u>rBook Teaching Guide:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3 <u>rBook Teaching Guide:</u> 44, 200, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 254, 255 <u>RDI Book 2-Writing and Grammar Strategies:</u> 63</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>rSkills Test Book:</u> Tests 1 & 3 <u>RDI Book 3-Strategies for English rBook Teaching Guide:</u> 45, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 248, 249, 254, 255 <u>rSkills Test:</u> Tests 1 & 5<u>Language Learners:</u> 28</p> <p>Homophones <u>rBook Teaching Guide:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3</p>
<i>Conceptual Understanding</i>	
3. Recognize the difference between the meanings of connotation and denotation.	<p>Denotation/Connotation <u>WS-connotation</u> <u>RDI Book 1-Reading Skills and Strategies:</u> 250, 251</p>
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	<p><u>WS- homophones synonym antonym</u> <u>rBook Teaching Guide:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3 <u>rBook Teaching Guide:</u> 44, 200, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 254, 255 <u>RDI Book 2-Writing and Grammar Strategies:</u> 63 <u>rSkills Test Book:</u> Tests 1 & 3 <u>RDI Book 3-Strategies for English rBook Teaching Guide:</u> 45, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 248, 249, 254, 255 <u>rSkills Test:</u> Tests 1 & 5<u>Language Learners:</u> 28</p>
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<p>Selected Examples Include: <u>WS-similes, metaphors</u> <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 3-Strategies for English Language Learners:</u> 60 <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p>Understand Vocabulary <u>rBook Teaching Guide:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213 <u>RDI Book 1-Reading Skills and Strategies:</u> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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. <u>Audiobooks Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 36, 137, 141, 192, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 274 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67</p> <p>Idioms <u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English Language Learners:</u> 67 <u>rSkills Test:</u> Test 3</p>
<i>Structural Understanding</i>	
6. Identify word origins to determine the meaning of unknown words and	<p>Roots/Etymology <u>RDI Book 1-Reading Skills and Strategies:</u> 270</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
phrases.	<p><u>WS-identify, meaning</u> <u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268 <u>RDI Book 1-Reading Skills and Strategies:</u> 270</p> <p><u>rBook Teaching Guide:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213 <u>RDI Book 1-Reading Skills and Strategies:</u> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276 <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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. <u>Audiobooks Teaching Resources</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book <u>rBook Teaching Guide:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252 <u>rSkills Test:</u> Tests 4 & 5</p>
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	<p><u>WS-prefixes, suffixes, roots</u> <u>rBook Teaching Guide:</u> 20, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 256 <u>Topic Software Teaching Resources:</u> 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1 <u>rBook Teaching Guide:</u> 21, 201, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 258 <u>Topic Software Teaching Resources:</u> 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3, 8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1, 2 & 3 <u>Topic Software Teaching Resources:</u> 2.1 Level 3, 6.4</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	Level 3, 9.4 Level 3 <u>RDI Book 1-Reading Skills and Strategies:</u> 270
8. Identify the meanings of abbreviations.	WS- abbreviations
<i>Tools and Resources</i>	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<u>WS-determine</u> Use Resources to Determine Word Meaning <u>rBook Teaching Guide:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252 <u>rSkills Test:</u> Tests 4 & 5
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
<i>Comprehension Strategies</i>	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	<u>WS-purpose,</u> <u>rBook Teaching Guide:</u> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection. <u>Topic Software Teaching Resources:</u> The video segments shown before each <i>READ180</i> Topic CD passage set the purpose for reading. <u>Software:</u> The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. <u>Paperbacks:</u> The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes. <u>Audiobook Teaching Resources:</u> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected.

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Paperbacks Teaching Resources:</u> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p> <p><u>Software:</u> The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p><u>Paperbacks:</u> The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
<p>2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.</p>	<p><u>WS-predict</u> <u>rBook Teaching Guide:</u> 132 <u>RDI Book 1-Reading Skills and Strategies:</u> 319, 413 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69) Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>rBook Teaching Guide:</u> 14, 38, 116, 218 <u>RDI Book 1-Reading Skills and Strategies:</u> 318 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>rBook Teaching Guide:</u> 90, 196, 197 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>Test Taking Strategies:</u> 16-17 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	inferences, drawing conclusions, and summarizing.
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	<p><u>WS-contrast</u> <u>rBook Teaching Guide:</u> 188C, 190-199, 223, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 401 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251 <u>Audiobooks Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) <u>Paperbacks Teaching Resources:</u> Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109) <u>Test Taking Strategies:</u> 34-35 <u>rSkills Test Book:</u> Tests 4 & 5</p>
4. Summarize important information in texts to demonstrate comprehension.	<p><u>WS-summarize</u> <u>rBook Teaching Guide:</u> 18, 84C, 86-95, 106, 117, 187, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 398 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251; 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251;</p> <p><u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 4</p>
<p>5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.</p>	<p><u>WS-inferences</u></p> <p><u>rBook Teaching Guide:</u> 17, 40, 42, 94, 110</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 404</p> <p><u>Audiobooks Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109) Selena! (Resources 53, 54, 103-108, 109)</p> <p><u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251;</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5</p>
<p>6. Select, create and use graphic organizers to interpret textual information.</p>	<p>WS-organizers The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> • using structured engagement techniques to actively involve students and hold them accountable for learning • focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days • scaffolding instruction through the use of graphic organizers, sentence starters, and modeling
<p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p><u>WS-comprehension, visual,</u> <u>rBook Teaching Guide:</u> 14, 38, 116, 218 <u>RDI Book 1-Reading Skills and Strategies:</u> 318 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
<i>Self-Monitoring Strategies</i>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	<p><u>WS-speed, skimming</u> <u>RDI Book 1-Reading Skills and Strategies:</u> 315 <u>rBook Teaching Guide:</u> 67, 151 <u>RDI Book 1-Reading Skills and Strategies:</u> 318 <u>Audiobook Teaching Resources:</u> Beautiful Warrior – 6, 25, 30 (Resources – 27, 28-29, 63-68, 69), The Journal of Joshua Loper – 33, 52 (Resources – 42, 43-44, 63-68, 69), The Ostrich Chase – 15 (Resources – 57, 58-59, 63-68, 69) <u>Test Taking Strategies Book:</u> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies. <u>rBook Teaching Guide:</u> 211A <u>RDI Book 1-Reading Skills and Strategies:</u> 318 <u>Topic Software Teaching Resources:</u> The <i>READ180</i> Software allows the student to select the speed at which each passage is read. <u>Paperbacks:</u> The students read the Paperbacks independently, allowing them to adjust their reading rate.</p>
9. List questions and search for answers within the text to construct meaning.	<p><u>rBook Teaching Guide:</u> 90, 196, 197 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
<i>Independent Reading</i>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<p><u>WS-independent,</u> <u>Audiobook Teaching Resources:</u> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected.</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Paperbacks Teaching Resources:</u> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p>
<p>Reading Applications: Informational, Technical and Persuasive Text</p>	
<p>1. Make inferences about informational text from the title page, table of contents and chapter headings.</p>	<p>WS-inferences</p> <p><u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	100, 103-108, 109) rSkills Test Book: Test 5
2. Summarize main ideas in informational text, using supporting details as appropriate.	WS-summarize rBook Teaching Guide: 18, 84C, 86-95, 106, 117, 187, 245 RDI Book 1-Reading Skills and Strategies: 294, 295, 398 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251; Audiobooks Teaching Resources: Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) Paperbacks Teaching Resources: Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) rSkills Test Book: Tests 3 & 4
3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	WS-magazine, newspaper rBook Teaching Guide: Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<u>rBook Teaching Guide:</u> Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166
4. Identify examples of cause and effect used in informational text.	<p>WS-cause, effect</p> <p><u>Test-Taking Strategies:</u> 36-38</p> <p><u>rBook Teaching Guide:</u> 158C, 160-169, 191, 240</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 296, 297, 399, 400</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Ricky Riccota's Mighty Robot vs. the Mecha-Monkeys from Mars (Resources – 71, 72, 103-108, 109); Adventures of the Shark Lady: Eugenie Clark Around the World (Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 34-35</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p>
5. Draw conclusions from information in maps, charts, graphs and diagrams.	<p>WS-maps, charts, graphs, diagrams</p> <p><u>rBook Teaching Guide:</u> 18, 105, 118, 199</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 327</p> <p><u>rBook Teaching Guide:</u> 43, 94</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 326</p>
6. Clarify steps in a set of instructions or procedures for completeness.	<p>WS-instructions, directions</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 382, 386</p> <p><u>rBook Teaching Guide:</u> 185, 237</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 25, 29, 42</p>
7. Distinguish fact from opinion.	<p>WS-opinion,</p> <p><u>Test-Taking Strategies:</u> 39-41</p> <p><u>rBook Teaching Guide:</u> 52, 81, 104, 223</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 322</p>
Reading Applications: Literary Text	
1. Describe the thoughts, words and interactions of characters.	<p>WS-describe,</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59-62, 49-52</p> <p><u>Paperbacks Teaching Resources:</u> 46, 50, 58, 68, 74, 78, 80</p>
2. Identify the influence of setting on the selection.	<p>WS-setting</p> <p><u>rBook Teaching Guide:</u> 56D, 58, 64, 136, 140, 247, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 407</p> <p><u>Audiobooks Teaching Resources:</u> The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 5</p>
3. Identify the main incidents of a plot sequence, identifying the major	<p>WS-plot, conflict</p> <p><u>rBook Teaching Guide:</u> 32D, 56F, 58, 64, 65, 66, 67,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
conflict and its resolution.	132D, 136, 140, 141, 149, 247, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 310, 311, 408, 409 <u>Paperbacks Teaching Resources:</u> No Boys Allowed! (Resources – 47, 48, 103-108, 109); Cockroach Cooties (Resources – 63, 64, 103-108, 109); With Friends Like These, Who Needs Enemies? (Resources – 101, 102, 103-108, 109) <u>rSkills Test Book:</u> Tests 2, 3, & 5 <u>rBook Teaching Guide:</u> 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 336
4. Identify the speaker and recognize the difference between first- and third-person narration.	WS-
5. Determine the theme and whether it is implied or stated directly.	WS-theme <u>rBook Teaching Guide:</u> 132F, 149, 227, 247, 248 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69)
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	WS- poetry, <u>rBook Teaching Guide:</u> Life Doesn't Frighten Me 226; S-T-R-E-T-C-H 150 <u>RDI Book 1-Reading Skills and Strategies:</u> 352, 392, 388
7. Explain how an author's choice of words appeals to the senses and suggests mood.	WS-mood, <u>rBook Teaching Guide:</u> 68, 56D, 151, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 332
8. Identify figurative language in literary works, including idioms, similes and metaphors.	<u>WS-figurative, simile , idioms, metaphors</u> <u>rBook Teaching Guide:</u> 36, 137, 141, 192, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 274 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67 <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53 <u>RDI Book 3-Strategies for English Language</u>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Learners:</u> 60</p> <p><u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 272</p> <p><u>RDI Book 3-Strategies for English Language Learners</u> 67</p> <p><u>rSkills Test:</u> Test 3</p>
Writing Processes	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material.	<p>WS- ideas, discussions</p> <p><u>rBook Teaching Guide:</u> 74-77, 250</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 219, 221, 231-233</p> <p><u>Audiobook Teaching Resources:</u> 41,44</p> <p><u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Each reading passage provides an opportunity for group discussion. Collaborative learning is also achieved through supplemental resources and peer assessments.</p> <p>Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Brainstorm</p> <p><u>rBook Teaching Guide:</u> 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Plan</p> <p><u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	204, 232 Writing
2. State and develop a clear main idea for writing.	<p><u>WS- Main Idea, writing,</u> <u>Test-Taking Strategies:</u> 66-67 <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 396, 397 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>RDI Book 2-Writing and Grammar Strategies:</u> 39, 64, 89, 109 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Paperbacks Teaching Resources:</u> 56, 82 <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232 Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
3. Develop a purpose and audience for writing.	
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	<p>WS-Brainstorm, plan <u>rBook Teaching Guide:</u> 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p>Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p>Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<i>Drafting, Revising and Editing</i>	
5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	<p>WS-plot, summary, intro <u>RDI Book 2-Writing and Grammar Strategies:</u> 59-62, 49-52 <u>Paperbacks Teaching Resources:</u> 46, 50, 58, 68, 74, 78, 80</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
6. Vary simple, compound and complex sentence structures.	WS- sentence, compound, complex <u>RDI Book 2-Writing and Grammar Strategies:</u> Complex Sentences, with – 158, 159 Compound Sentences – 73, 208, 209
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.	WS- paragraph <u>RDI Book 2-Writing and Grammar Strategies:</u> 39, 64, 89, 109 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Paperbacks Teaching Resources:</u> 56, 82
8. Vary language and style as appropriate to audience and purpose.	WS-language <u>rBook Teaching Guide:</u> 36, 137, 141, 192, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 274 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67 <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 22, 23, 35, 40, 44, 62
9. Use available technology to compose text.	WS- technology The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	WS- assess <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13 <u>RDI Book 2-Writing and Grammar Strategies:</u> 223 <u>Audiobook Teaching Resources:</u> 76-77 <u>Paperbacks Teaching Resources:</u> 115-116
11. Add descriptive words and details and delete extraneous information.	WS- descriptive, edit <u>rBook Teaching Guide:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233
12. Rearrange words, sentences and paragraphs to clarify meaning.	WS- clarify, <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 14 (Resources – 30, 31-32, 63-68, 69), The Magnificent Mummy Maker – 20 (Resources – 48, 49-50, 63-68, 69), La Mariposa – 25 (Resources – 51, 52-53, 63-68, 69)
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	Use Resources to Determine Word Meaning <u>rBook Teaching Guide:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252 <u>rSkills Test:</u> Tests 4 & 5
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	WS- Proofread, edit <u>rBook Teaching Guide:</u> 27, 79, 103, 127, 159, 183, 205, 235 <u>RDI Book 1-Reading Skills and Strategies:</u> 204 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	WS- rubric, checklist, <u>rBook Teaching Guide:</u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u>RDI Book 2-Writing and Grammar Strategies:</u> 224-229 <u>Topic Software Teaching Resources:</u> 254 <u>Test-Taking Strategies Book:</u> 116

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>The Read180 program includes a variety of assessment tools including answer keys, assessment guides, final projects, <i>Scholastic Achievement Managers</i> (SAM), rubrics, self assessments, and peer assessments. Each instructional unit contains recommendations for assessment.</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 223</p>
<i>Publishing</i>	
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	<p>WS- electronic, publication, technology</p> <p>The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction</p>
Writing Applications	
1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.	<p><u>WS-descriptive, characters, plot, setting</u> <u>rBook Teaching Guide:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 59-62, 49-52 <u>Paperbacks Teaching Resources:</u> 46, 50, 58, 68, 74, 78, 80 <u>Topic Software Teaching Resources:</u> <u>Audiobook Teaching Resources:</u> 28-29, 44, 47, 50, 52-53, 58 <u>Paperbacks Teaching Resources:</u> 46, 56, 70, 72, 78, 84, 96, 98, 100</p>
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and	<p>WS-respond,</p> <p><u>rBook Teaching Guide:</u> 74-77, 250</p> <p>The Final Projects and QuickWrites for the Software,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
support judgments with specific references to the original text and to prior knowledge.	Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests <u>rBook Teaching Guide:</u> 74-77, 250 <u>Topic Software Teaching Resources:</u> 197-198, 219, 221, 231-233 <u>Audiobook Teaching Resources:</u> 41,44 <u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.	WS- letters, <u>RDI Book 2-Writing and Grammar Strategies:</u> 119-122, 129-132 <u>Topic Software Teaching Resources:</u> 192, 196, 205-206, 229, 239, 243 <u>Audiobook Teaching Resources:</u> 55, 64 <u>Paperbacks Teaching Resources:</u> 46, 48, 60, 70, 72, 86, 90, 100, 102, 104
4. Write informational reports that include facts and examples and present important details in a logical order.	WS- Report, <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	WS-journal, poem, <u>Topic Software Teaching Resources:</u> 195 <u>Audiobook Teaching Resources:</u> 29, 35, 38, 69, 73, 74 <u>Paperbacks Teaching Resources:</u> 50, 109, 113, 114 <u>RDI Book 2-Writing and Grammar Strategies:</u> 134-137 <u>Audiobook Teaching Resources:</u> 34-35, 47 <u>Paperbacks Teaching Resources:</u> 48
Writing Conventions	
<i>Handwriting</i>	
1. Write legibly in cursive, spacing letters, words and sentences appropriately.	WS-handwriting, cursive, spacing

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
<i>Spelling</i>	
2. Spell high-frequency words correctly.	<p>WS-spell, high-frequency,</p> <p><u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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><u>RDI Book 1-Reading Skills and Strategies:</u> 140, 141</p> <p><u>Topic Software Teaching Resources:</u> In the Word Zone segment of each lesson, students receive systematic instruction in decoding and word recognition as they build automatically. The instruction takes place through supportive, engaging activities</p>
3. Spell plurals and inflectional endings correctly.	<p>WS=spell, plurals</p>
4. Spell roots, suffixes and prefixes correctly.	<p>WS-spell, roots, suffixes, prefixes</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268</p> <p><u>rBook Teaching Guide:</u> 20, 242</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 256</p> <p><u>Topic Software Teaching Resources:</u> 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3</p> <p><u>rSkills Test Book:</u> Test 1</p> <p><u>rBook Teaching Guide:</u> 21, 201, 240</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 258</p> <p><u>Topic Software Teaching Resources:</u> 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3, 8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3</p> <p><u>rSkills Test Book:</u> Test 1, 2 & 3</p> <p><u>Topic Software Teaching Resources:</u> 2.1 Level 3, 6.4 Level 3, 9.4 Level 3</p>
<i>Punctuation and Capitalization</i>	

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
5. Use commas, end marks, apostrophes and quotation marks correctly.	<p>WS-_comma, end marks, apostro, quotation</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> Complex Sentences, with – 158, 159 Compound Sentences – 73, 208, 209 Dates – 128 Introductory words, phrases, clauses – 200, 201 Place Names – 128 <u>rBook Teaching Guide:</u> 207, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard <u>rBook Teaching Guide:</u> 27, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
6. Use correct capitalization.	<p>WS- capital</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163</p>
<i>Grammar and Usage</i>	
7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).	<p>WS-nouns, pronouns, verbs, irregular, present, future</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 162, 163, 164, 165, 182, 183 <u>RDI Book 2-Writing and Grammar Strategies:</u> 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, <u>rBook Teaching Guide:</u> 180, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>standard</p> <p><u>rBook Teaching Guide:</u> 102, 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 168, 169, 170, 171, 174, 175, The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p> <p><u>rBook Teaching Guide:</u> 131B <u>RDI Book 2-Writing and Grammar Strategies:</u> 170, 171, 176 <u>rBook Teaching Guide:</u> 102, 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 168, 169, 170, 171, 174, 175, The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
8. Use conjunctions and interjections.	<p>WS-conjunction, interjections</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209</p>
9. Use adverbs.	<p>WS-adverb</p> <p><u>rBook Teaching Guide:</u> 234, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 192, 193, 194, 195 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
10. Use prepositions and prepositional phrases.	<p>WS= preposition</p>
11. Use objective and nominative case pronouns.	<p>WS- objective, nominative, pronoun</p> <p><u>rBook Teaching Guide:</u> 180, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181 The focus of the <i>READ180</i> program is not grammar</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard
12. Use subjects and verbs that are in agreement.	<p>WS- subjects, agreement, verbs</p> <p><u>rBook Teaching Guide:</u> 158, 248</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 178-179</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
13. Use irregular plural nouns.	<p>WS- irregular, plural, nouns</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 162, 163, 164, 165, 182, 183</p>
Research	
1. Identify a topic and questions for research and develop a plan for gathering information.	<p>WS-topic, question, research, develop, plan</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
3. Identify important information found in the sources and summarize important findings.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
5. Discuss the meaning of plagiarism and create a list of sources.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
Communication: Oral and Visual	
<i>Listening and Viewing</i>	
1. Demonstrate active listening strategies (e.g., asking focused	WS- listening, cues, visual

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
questions, responding to cues, making visual contact).	<p><u>Audiobooks Teaching Resources:</u> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p><u>rBook Teaching Guide:</u> 132</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 319, 413</p> <p><u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69)</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	<p>WS- Recall</p> <p><u>Audiobook Teaching Resources:</u> I Thought My Soul Would Rise and Fall – 66 (Resources – 36, 37-38, 67-68, 69)</p>
3. Distinguish between a speaker's opinions and verifiable facts.	<p>WP-opinion</p> <p><u>Test-Taking Strategies:</u> 39-41</p> <p><u>rBook Teaching Guide:</u> 52, 81, 104, 223</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 322</p>
<i>Speaking Skills and Strategies</i>	
4. Demonstrate an understanding of the rules of the English language.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>5. Select language appropriate to purpose and audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>7. Adjust speaking content according to the needs of the audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<i>Speaking Applications</i>	
<p>8. Deliver informational presentations (e.g., expository, research) that:</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>a. Present events or ideas in a logical sequence and maintain a clear focus;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>b. Demonstrate an understanding of the topic;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
d. organize information to include a clear introduction, body and conclusion;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
f. draw from several sources and identify sources used.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 4**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p> <p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-245</p> <p><u>Audiobook Teaching Resources:</u> 56</p>
<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-245</p> <p><u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p> <p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
Phonemic Awareness, Word Recognition and Fluency	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
Acquisition of Vocabulary	
<i>Contextual Understanding</i>	
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<p><u>WS-Context Clues</u> <u>rBook Teaching Guide:</u> 16, 19, 93, 96, 116 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69), <u>rSkills Test:</u> Tests 2</p>
<i>Conceptual Understanding</i>	
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	<p><u>WS-synonyms,antonyms</u> <u>rBook Teaching Guide:</u> 72, 73, 120, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 242 <u>Topic Software Teaching Resources:</u> 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 <u>rSkills Test:</u> Tests 2 & Tests 3 <u>rBook Teaching Guide:</u> 44, 200, 241 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>254, 255</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 63</p> <p><u>rSkills Test Book:</u> Tests 1 & 3</p> <p><u>RDI Book 3-Strategies for English rBook Teaching Guide:</u> 45, 243</p>
<i>Structural Understanding</i>	
3. Identify the connotation and denotation of new words.	<p><u>WS-connotation</u></p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 250, 251</p>
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<p>WS-similes, metaphors</p> <p><u>WS-similes, meatphors</u></p> <p><u>rBook Teaching Guide:</u> 248</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p><u>rBook Teaching Guide:</u> 248</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p>
5. Use word origins to determine the meaning of unknown words and phrases.	<p><u>WS-identify, meaning</u></p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 270</p> <p><u>rBook Teaching Guide:</u> 9, 33, 57, 85, 109, 133, 165, 189, 213</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p> <p><u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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><u>Audiobooks Teaching Resources</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>rBook Teaching Guide:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252 <u>rSkills Test:</u> Tests 4 & 5</p>
<i>Tools and Resources</i>	
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	<p><u>WS-prefixes, suffixes, roots</u> <u>rBook Teaching Guide:</u> 20, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 256 <u>Topic Software Teaching Resources:</u> 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1 <u>rBook Teaching Guide:</u> 21, 201, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 258 <u>Topic Software Teaching Resources:</u> 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3,8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3 <u>rSkills Test Book:</u> Test 1, 2 & 3 <u>Topic Software Teaching Resources:</u> 2.1 Level 3, 6.4 Level 3, 9.4 Level 3 <u>RDI Book 1-Reading Skills and Strategies:</u> 270</p>
7. Identify the meanings of abbreviations.	WS-abbreviations
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<p><u>WS-determine</u> <u>rBook Teaching Guide:</u> 229, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 244, 252 <u>rSkills Test:</u> Tests 4 & 5</p>
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
<i>Comprehension Strategies</i>	

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
<p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p>	<p>WS-purpose, rBook Teaching Guide: 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150 RDI Book 1-Reading Skills and Strategies: Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection. Topic Software Teaching Resources: The video segments shown before each <i>READ180</i> Topic CD passage set the purpose for reading.</p> <p>Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes. Audiobook Teaching Resources: The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. Paperbacks Teaching Resources: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected. Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes. Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes</p>
<p>2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.</p>	<p>WS-predict rBook Teaching Guide: 132 RDI Book 1-Reading Skills and Strategies: 319, 413 Audiobook Teaching Resources: Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69) Each of the reading components teach and reinforce key</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>rBook Teaching Guide:</u> 14, 38, 116, 218</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 318</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>rBook Teaching Guide:</u> 90, 196, 197</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p><u>Test Taking Strategies:</u> 16-17</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
3. Make critical comparisons across texts.	<p>WS- comparisons, critical</p> <p><u>rBook Teaching Guide:</u> 188C, 190-199, 223, 246</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 401</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69)</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Paperbacks Teaching Resources:</u> Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 34-35</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p>
<p>4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.</p>	<p><u>WS-summarize</u></p> <p><u>rBook Teaching Guide:</u> 18, 84C, 86-95, 106, 117, 187, 245</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 398</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2:110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251;</p> <p><u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 4</p>
<p>5. Make inferences based on implicit information in texts, and provide</p>	<p><u>WS-inferences</u></p> <p><u>rBook Teaching Guide:</u> 17, 40, 42, 94, 110</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
justifications for those inferences.	<p><u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 404</p> <p><u>Audiobooks Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109) Selena! (Resources 53, 54, 103-108, 109)</p> <p><u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	100, 103-108, 109) rSkills Test Book: Test 5
6. Select, create and use graphic organizers to interpret textual information.	WS-organizers The Read180 program presents systematic comprehension instruction to build student success by: <ul style="list-style-type: none"> • using structured engagement techniques to actively involve students and hold them accountable for learning • focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several days scaffolding instruction through the use of graphic organizers, sentence starters, and modeling
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<u>WS-comprehension, visual,</u> <u>rBook Teaching Guide:</u> 14, 38, 116, 218 <u>RDI Book 1-Reading Skills and Strategies:</u> 318 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.
<i>Self-Monitoring Strategies</i>	
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	<u>WS-speed, skimming</u> <u>RDI Book 1-Reading Skills and Strategies:</u> 315 <u>rBook Teaching Guide:</u> 67, 151 <u>RDI Book 1-Reading Skills and Strategies:</u> 318 <u>Audiobook Teaching Resources:</u> Beautiful Warrior – 6, 25, 30 (Resources – 27, 28-29, 63-68, 69), The Journal of Joshua Loper – 33, 52 (Resources – 42, 43-44, 63-68, 69), The Ostrich Chase – 15 (Resources – 57, 58-59, 63-68, 69) <u>Test Taking Strategies Book:</u> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies. <u>rBook Teaching Guide:</u> 211A <u>RDI Book 1-Reading Skills and Strategies:</u> 318 <u>Topic Software Teaching Resources:</u> The <i>READ180</i> Software allows the student to select the speed at which

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p>
9. List questions and search for answers within the text to construct meaning.	<p><u>rBook Teaching Guide:</u> 90, 196, 197</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
<i>Independent Reading</i>	
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<p>WS-criteria, independent, reading</p> <p>Software: The <i>READ180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p> <p><u>rBook Teaching Guide:</u> 211A</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 318</p> <p><u>Topic Software Teaching Resources:</u> The <i>READ180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p><u>Topic Software Teaching Resources:</u> Students read passages on the <i>READ180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Students are given the opportunity to read the passages from the Reading Strategies book independently.</p> <p><u>Test Taking Strategies Book:</u> The lessons and practice from the reading tests strategies offer students an opportunity to read independently.</p>
11. Independently read books for	<u>WS-independent,</u>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<p><u>Audiobook Teaching Resources:</u> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected.</p> <p><u>Paperbacks Teaching Resources:</u> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected</p>
Reading Applications: Informational, Technical and Persuasive Text	
1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.	<p>Parts of a book</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 23</p> <p>The <i>READ180</i> Paperback library contains leveled books that provide opportunities for students to meet this standard.</p>
2. Identify, distinguish between and explain examples of cause and effect in informational text.	<p>WS-cause, effect</p> <p><u>Test-Taking Strategies:</u> 36-38</p> <p><u>rBook Teaching Guide:</u> 158C, 160-169, 191, 240</p>
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	<p>WS-magazine, newspaper</p> <p><u>rBook Teaching Guide:</u> Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p><u>rBook Teaching Guide:</u> Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166</p>
4. Summarize the main ideas and supporting details.	<p>WS-summarize</p> <p><u>rBook Teaching Guide:</u> 18, 84C, 86-95, 106, 117, 187, 245</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 398</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2:110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251;</p> <p><u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 4</p>
5. Analyze information found in maps, charts, tables, graphs and diagrams.	<p>WS-maps, charts, graphs, diagrams</p> <p><u>rBook Teaching Guide:</u> 18, 105, 118, 199</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 327</p> <p><u>rBook Teaching Guide:</u> 43, 94</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 326</p>
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	<p>WS-instructions, directions</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 382, 386</p> <p><u>rBook Teaching Guide:</u> 185, 237</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 25, 29, 42</p>
7. Analyze the difference between fact and opinion.	<p>WS-opinion,</p> <p><u>Test-Taking Strategies:</u> 39-41</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322</p>
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	<p>The READ180 Software, Audiobooks, and Paperbacks program components provide reading instruction activities that practice inductive and deductive reasoning skills across oral, written, and visual texts.</p> <p><u>Test-Taking Strategies:</u> The Test-Taking Strategies component of Read180 equips struggling readers with useful strategies that will help them gain the confidence necessary to succeed on standardized tests. The materials build students' familiarity with the most widely used types of tests and question/answer formats.</p>
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.	<p>WS- Identify, purpose</p> <p><u>Test-Taking Strategies:</u> 56-57 <u>Test-Taking Strategies:</u> 58-59 <u>Test-Taking Strategies:</u> 60-61</p> <p><u>rBook Teaching Guide:</u> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150 <u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection.</p> <p><u>Topic Software Teaching Resources:</u> The video segments shown before each <i>READ180</i> Topic CD passage set the purpose for reading.</p>
Reading Applications: Literary Text	
1. Explain how a character's thoughts, words and actions reveal his or her motivations.	<p>WS- character</p> <p><u>rBook Teaching Guide:</u> 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 406 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69) <u>Topic Software Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> 20,000 Leagues Under the Sea (Resources - 59, 60, 103-108, 109); Treasure Island (Resources – 79, 80, 103-108, 109); How Tia Lola Came to Visit Stay (Resources – 89, 90, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 2, 3, & 5</p>
2. Explain the influence of setting on the selection.	<p>WS-setting</p> <p><u>rBook Teaching Guide:</u> 56D, 58, 64, 136, 140, 247, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 407</p> <p><u>Audiobooks Teaching Resources:</u> The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 5</p>
3. Identify the main incidents of a plot sequence and explain how they influence future action.	<p>WS-plot</p> <p><u>rBook Teaching Guide:</u> 32D, 56F, 58, 64, 65, 66, 67, 132D, 136, 140, 141, 149, 247, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 310, 311, 408, 409</p> <p><u>Paperbacks Teaching Resources:</u> No Boys Allowed! (Resources – 47, 48, 103-108, 109); Cockroach Cooties (Resources – 63, 64, 103-108, 109); With Friends Like These, Who Needs Enemies? (Resources – 101, 102, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
4. Identify the speaker and explain how point of view affects the text.	<p>WS- speaker, point of view</p> <p><u>rBook Teaching Guide:</u> 61, 218, 220, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 320</p>
5. Summarize stated and implied	WS-theme

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
themes.	<u>rBook Teaching Guide:</u> 132F, 149, 227, 247, 248 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 11
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.	WS- poetry, <u>rBook Teaching Guide:</u> Life Doesn't Frighten Me 226; S-T-R-E-T-C-H 150 <u>RDI Book 1-Reading Skills and Strategies:</u> 352, 392, 388
7. Interpret how an author's choice of words appeals to the senses and suggests mood.	WS-mood, <u>rBook Teaching Guide:</u> 68, 56D, 151, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 332
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.	<u>WS-figurative, simile , idioms, metaphors</u> <u>rBook Teaching Guide:</u> 36, 137, 141, 192, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 274 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67 <u>rBook Teaching Guide:</u> 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53 <u>RDI Book 3-Strategies for English Language Learners:</u> 60 <u>rBook Teaching Guide:</u> 13, 121, 170, 214, 223, 244 <u>RDI Book 1-Reading Skills and Strategies:</u> 272 <u>RDI Book 3-Strategies for English Language Learners</u> 67 <u>rSkills Test:</u> Test 3
Writing Processes	
<i>Prewriting</i>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	WS- ideas, discussions <u>rBook Teaching Guide:</u> 74-77, 250 <u>Topic Software Teaching Resources:</u> 197-198, 219, 221, 231-233

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Audiobook Teaching Resources:</u> 41,44</p> <p><u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Each reading passage provides an opportunity for group discussion. Collaborative learning is also achieved through supplemental resources and peer assessments.</p> <p>Shared Reading and Strategic Reading activities, located in each</p> <p><i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Brainstorm</p> <p><u>rBook Teaching Guide:</u> 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Plan</p> <p><u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Writing</p>
2. Conduct background reading, interviews or surveys when appropriate.	<p>WS- background</p> <p><u>rBook Teaching Guide:</u> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection.</p> <p><u>Topic Software Teaching Resources:</u> The video segments shown before each <i>READ180</i> Topic CD passage set the purpose for reading.</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
3. State and develop a clear main idea for writing.	<p><u>WS- Main Idea, writing,</u> <u>Test-Taking Strategies:</u> 66-67 <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, 293, 396, 397 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>RDI Book 2-Writing and Grammar Strategies:</u> 39, 64, 89, 109 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Paperbacks Teaching Resources:</u> 56, 82 <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232 Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
4. Determine a purpose and audience.	WS- Determine
<i>Drafting, Revising</i>	

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
<p>5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.</p>	<p><u>WS-plan</u> <u>rBook Teaching Guide:</u> 23, 47, 75, 99, 123, 155, 179, 203, 231 Plan <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232 Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233 Plan <u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 156, 178, 204, 232 Writing <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 Revision/Edit <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<p>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</p>	<p>WS-plot, summary, intro <u>RDI Book 2-Writing and Grammar Strategies:</u> 59-62, 49-52 <u>Paperbacks Teaching Resources:</u> 46, 50, 58, 68, 74, 78, 80 <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209 <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p>
<p>7. Vary simple, compound and complex sentence structures.</p>	<p>WS- sentence, compound, complex <u>RDI Book 2-Writing and Grammar Strategies:</u> Complex Sentences, with – 158, 159 Compound Sentences – 73, 208, 209</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	WS- paragraph <u>RDI Book 2-Writing and Grammar Strategies:</u> 39, 64, 89, 109 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Paperbacks Teaching Resources:</u> 56, 82
9. Vary language and style as appropriate to audience and purpose.	WS-language <u>rBook Teaching Guide:</u> 36, 137, 141, 192, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 274 <u>RDI Book 3-Strategies for English Language Learners:</u> 59, 60, 67 <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 22, 23, 35, 40, 44, 62
10. Use available technology to compose text.	WS- technology The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	WS- assess <u>rBook Teaching Guide:</u> 25, 49, 77, 101, 125, 157, 181, 205, 233 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13 <u>RDI Book 2-Writing and Grammar Strategies:</u> 223 <u>Audiobook Teaching Resources:</u> 76-77 <u>Paperbacks Teaching Resources:</u> 115-116
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	WS- Add and delete, elaborate
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	WS- clarify, <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 14 (Resources – 30, 31-32, 63-68, 69), The Magnificent Mummy Maker – 20 (Resources – 48, 49-50, 63-68, 69), La Mariposa – 25 (Resources – 51, 52-53, 63-68, 69)

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Use Resources to Determine Word Meaning rBook Teaching Guide: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5
15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.	WS- Proofread, edit rBook Teaching Guide: 27, 79, 103, 127, 159, 183, 205, 235 RDI Book 1-Reading Skills and Strategies: 204 RDI Book 2-Writing and Grammar Strategies: 214-221 Revision/Edit rBook Teaching Guide: 25, 49, 77, 101, 125, 157, 181, 205, 233
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	WS- rubric, checklist, rBook Teaching Guide: 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 RDI Book 2-Writing and Grammar Strategies: 224-229 Topic Software Teaching Resources: 254 Test-Taking Strategies Book: 116 The Read180 program includes a variety of assessment tools including answer keys, assessment guides, final projects, <i>Scholastic Achievement Managers</i> (SAM), rubrics, self assessments, and peer assessments. Each instructional unit contains recommendations for assessment. RDI Book 2-Writing and Grammar Strategies: 223
<i>Publishing</i>	
17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.	The Following Selected Matches Provide Opportunities to Meet this Objective: Proofreading rBook Teaching Guide: 27, 79, 103, 127, 159, 183, 205, 235 RDI Book 1-Reading Skills and Strategies: 204

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221</p> <p>Descriptive Writing <u>rBook Teaching Guide:</u> 196-199, 202-205, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 44-47, 49-52, 54-57, 59-62, 64-68 <u>Topic Software Teaching Resources:</u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <u>Audiobook Teaching Resources:</u> 28, 31, 52-53 <u>Paperbacks Teaching Resources:</u> 46, 52, 60, 80, 82, 96</p> <p>Narrative Writing <u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191</p> <p>Write a Book Synopsis <u>RDI Book 2-Writing and Grammar Strategies:</u> 79-82</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Write an Article, News Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 105</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
Writing Applications	
1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.	<p>WS- narrative</p> <p><u>rBook Teaching Guide:</u> 46-49, 178-181, 230-233, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80 <u>Audiobook Teaching Resources:</u> 31 <u>Paperbacks Teaching Resources:</u> 191</p>
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.	<p>WS-respond,</p> <p><u>rBook Teaching Guide:</u> 74-77, 250 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests <u>rBook Teaching Guide:</u> 74-77, 250 <u>Topic Software Teaching Resources:</u> 197-198, 219, 221, 231-233 <u>Audiobook Teaching Resources:</u> 41,44 <u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78</p>
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	<p>WS- letters,</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 119-122, 129-132 <u>Topic Software Teaching Resources:</u> 192, 196, 205-206, 229, 239, 243 <u>Audiobook Teaching Resources:</u> 55, 64 <u>Paperbacks Teaching Resources:</u> 46, 48, 60, 70, 72, 86, 90, 100, 102, 104</p>
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and	<p>WS- Report, essay</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 65</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 39, 64, 89, 109 <u>Topic Software Teaching Resources:</u> 50, 56, 66, 80</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
examples to illustrate important ideas.	<u>Paperbacks Teaching Resources:</u> 56, 82
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.	WS-journal, poem, <u>Topic Software Teaching Resources:</u> 195 <u>Audiobook Teaching Resources:</u> 29, 35, 38, 69, 73, 74 <u>Paperbacks Teaching Resources:</u> 50, 109, 113, 114 <u>RDI Book 2-Writing and Grammar Strategies:</u> 134-137 <u>Audiobook Teaching Resources:</u> 34-35, 47 <u>Paperbacks Teaching Resources:</u> 48
Writing Conventions	
<i>Spelling</i>	
1. Spell high-frequency words correctly.	WS-spell, high-frequency, <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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 <u>RDI Book 1-Reading Skills and Strategies:</u> 140, 141 <u>Topic Software Teaching Resources:</u> In the Word Zone segment of each lesson, students receive systematic instruction in decoding and word recognition as they build automatically. The instruction takes place through supportive, engaging activities
2. Spell contractions correctly.	WS-Contractions <u>RDI Book 1-Reading Skills and Strategies:</u> 262 <u>RDI Book 2-Writing and Grammar Strategies:</u> 196, 197 <u>Topic Software Teaching Resources:</u> 8.3 Level 2
3. Spell roots, suffixes and prefixes correctly.	WS-spell, roots, suffixes, prefixes <u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268 <u>rBook Teaching Guide:</u> 20, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 256 <u>Topic Software Teaching Resources:</u> 1.1 Level 3, 3.3

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3</p> <p><u>rSkills Test Book:</u> Test 1</p> <p><u>rBook Teaching Guide:</u> 21, 201, 240</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 258</p> <p><u>Topic Software Teaching Resources:</u> 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3,8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3</p> <p><u>rSkills Test Book:</u> Test 1, 2 & 3</p> <p><u>Topic Software Teaching Resources:</u> 2.1 Level 3, 6.4 Level 3, 9.4 Level 3</p>
<i>Punctuation and Capitalization</i>	
4. Use commas, end marks, apostrophes and quotation marks correctly.	<p>WS-_comma, end marks, apostro, quotation</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> Complex Sentences, with – 158, 159 Compound Sentences – 73, 208, 209 Dates – 128 Introductory words, phrases, clauses – 200, 201 Place Names – 128</p> <p><u>rBook Teaching Guide:</u> 207, 250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p> <p><u>rBook Teaching Guide:</u> 27, 249</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<i>Grammar and Usage</i>	

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
5. Use correct capitalization.	<p>WS- capital</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163</p>
6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).	<p>WS-nouns, pronouns, verbs, irregular, present, future</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 162, 163, 164, 165, 182, 183</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179,</p> <p><u>rBook Teaching Guide:</u> 180, 249</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p> <p><u>rBook Teaching Guide:</u> 102, 248</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 168, 169, 170, 171, 174, 175,</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p> <p><u>rBook Teaching Guide:</u> 131B</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 170, 171, 176</p> <p><u>rBook Teaching Guide:</u> 102, 248</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 168, 169, 170, 171, 174, 175,</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p>
7. Use prepositions and prepositional phrases.	<p>WS= preposition</p>
8. Use adverbs.	<p>WS-adverb</p> <p><u>rBook Teaching Guide:</u> 234, 249</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 192, 193, 194, 195</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p>
9. Use objective and nominative case pronouns.	<p>WS- objective, nominative, pronoun</p> <p><u>rBook Teaching Guide:</u> 180, 249</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard</p>
10. Use indefinite and relative pronouns.	<p>WS- pronouns</p> <p><u>rBook Teaching Guide:</u> 180, 249</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
11. Use conjunctions and interjections.	<p>WS-conjunction, interjections</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209</p>
Research	
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
5. Define plagiarism and acknowledge sources of information.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
6. Use a variety of communication techniques, including oral, visual,	<p>The Following Provides Opportunities to Meet this Objective:</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
written or multimedia reports, to present information gathered.	The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
Communication: Oral and Visual	
<i>Listening and Viewing</i>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	<p>WS- listening, cues, visual</p> <p><u>Audiobooks Teaching Resources:</u> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p><u>rBook Teaching Guide:</u> 132</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 319, 413</p> <p><u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69)</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
2. Interpret the main idea and draw conclusions from oral presentations and visual media.	<p>WS-Conclusions, visual</p> <p><u>rBook Teaching Guide:</u> 14, 38, 116, 218</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 318</p> <p>Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
3. Identify the speaker's purpose in	The Following Selected Matches Provide Opportunities

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
presentations and visual media (e.g., to inform, to entertain, to persuade).	<p>to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.	<p>WP-opinion <u>Test-Taking Strategies:</u> 39-41 <u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322</p>
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language</u></p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-245</p> <p><u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p> <p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
7. Adjust speaking content according to the needs of the situation, setting and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p> <p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-245</p> <p><u>Audiobook Teaching Resources:</u> 56</p>
<i>Speaking Applications</i>	
8. Deliver informational presentations (e.g., expository, research) that:	
a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	70, 78, 92, 102
c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>e. draw from several sources and identify sources used.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<p>WS- deliver, formal, recall, convey <u>Audiobook Teaching Resources:</u> I Thought My Soul Would Rise and Fall – 66 (Resources – 36, 37-38, 67-68, 69)</p>
10. Deliver persuasive presentations that:	
a. Establish a clear position;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
<p>b. include relevant evidence to support a position and to address potential concerns of listeners; and</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 5**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>70, 78, 92, 102</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
Phonemic Awareness, Word Recognition and Fluency	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	
Acquisition of Vocabulary	
<i>Contextual Understanding</i>	
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<u>WS-Context Clues</u> <u>rBook Teaching Guide:</u> 116, 119, 164, 186, 192, 194, 210 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254, 264 <u>rSkills Test Book:</u> Tests 4
<i>Conceptual Understanding</i>	
2. Apply knowledge of connotation and denotation to determine the meaning of words.	WS-Connotation <u>RDI Book 1-Reading Skills and Strategies:</u> 250
3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.	WS- synonyms and antonyms <u>rBook Teaching Guide:</u> 20, 146, 236 <u>RDI Book 1-Reading Skills and Strategies:</u> 246 All writing and reading components are rich in vocabulary, which provides an opportunity for students to understand and use synonyms and antonyms. Understanding synonyms and antonyms is an important part of summarizing and paraphrasing which is taught during reading/comprehension lessons. <u>rSkills Test Book:</u> Tests 1 & 3 <u>rBook Teaching Guide:</u> 20, 21, 238 <u>RDI Book 1-Reading Skills and Strategies:</u> 248 All writing and reading components are rich in vocabulary, which

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>provides an opportunity for students to understand and use synonyms and antonyms. Understanding synonyms and antonyms is an important part of summarizing and paraphrasing which is taught during reading/comprehension lessons. rSkills Test Book: Tests</p>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p>	<p>WS- Metaphor, simile rBook Teaching Guide: 136, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 rBook Teaching Guide: 140, 221, 242 RDI Book 1-Reading Skills and Strategies: 336 RDI Book 3-Strategies for English-Language Learners: 60</p>
<p><i>Structural Understanding</i></p>	
<p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>WS-words The Read180 program teaches a variety of vocabulary and word study skills, including word structure, making connections (related words, using context), using reference materials, word consciousness (awareness of and interest in words and their meanings) rBook Teaching Guide: 31, 55, 83, 107, 131, 157, 181, 205, 233 RDI Book 3-Strategies for English-Language Learners: 21, 22, 23, 35, 40, 44, 62 rBook Teaching Guide: 223 RDI Book 1-Reading Skills and Strategies: 266, 268 Topic Software Teaching Resources: The broad spectrum of vocabulary in each lesson of the Read180 software provide opportunities for discussion of word origins. rSkills Test Book: Tests 5</p>
<p><i>Tools and Resources</i></p>	
<p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>	<p>WS-roots, prefix, suffix rBook Teaching Guide: 223 RDI Book 1-Reading Skills and Strategies: 266, 268 Topic Software Teaching Resources: The broad spectrum of vocabulary in each lesson of the Read180 software provide opportunities for discussion of word origins. rSkills Test Book: Tests 5 rBook Teaching Guide: 44, 167, 234 RDI Book 1-Reading Skills and Strategies: 256 Topic Software Teaching Resources: 1.3 Levels 2&3, 3.2 Level 3, 3.3 Level 2, 3.4 Level 4, 5.2 Level 3, 5.3 Level 2, 5.4 Levels 2&3, 6.1 Level 3, 6.2 Level 3, 6.4 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 4, 9.3 Level 4, rSkills Test Book: Tests 1 & 5 rBook Teaching Guide: 44, 45, 236 RDI Book 1-Reading Skills and Strategies: 258 Topic Software Teaching Resources: 1.1 Level 3, 1.2 Level 3, 1.3 Level 4, 1.4 Levels 2&3, 2.1 Level 3, 2.2 Level 3, 2.3 Level 4,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	2.4 Levels 3&4, 3.1 Levels 2-4, 3.4 Level 3, 4.2 Levels 3&4, 4.3 Level 3, 4.4 Levels 3&4, 5.2 Level 3, 5.4 Level 3, 6.1 Level 2, 6.3 Level 3, 7.1 Levels 3&4, 8.1 Level 3, 8.3 Level 3, 8.4 Level 3, 9.1 Level 3, 9.3 Level 3, 9.4 Level 3 rSkills Test Book: Tests 1 & 5
7. Identify symbols and acronyms and connect them to whole words.	WS-symbol, acronym
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	WS- meaning The Read180 program teaches a variety of vocabulary and word study skills, including word structure, making connections (related words, using context), using reference materials, word consciousness (awareness of and interest in words and their meanings) rBook Teaching Guide: 31, 55, 83, 107, 131, 157, 181, 205, 233 RDI Book 3-Strategies for English-Language Learners: 21, 22, 23, 35, 40, 44, 62 rBook Teaching Guide: 31, 55, 83, 107, 131, 157, 181, 205, 233 RDI Book 3-Strategies for English-Language Learners: 21, 22, 23, 35, 40, 44, 62
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
<i>Comprehension Strategies</i>	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	WS- purposes Audiobooks Teaching Resources: The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. RDI Book 1-Reading Skills and Strategies: Before reading each passage, there is a discussion which helps students build background. At this time, student will determine the purpose for reading with guidance from the instructor. Paperbacks Teaching Resources: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	WS- Predict Audiobook Teaching Resources: Local News – 21, 32, 35, 37 (Resources – 39-41, 63-69) Paperbacks Teaching Resources: Dive, Book Two: The Deep; Double Dutch (Resources – 99, 119) rBook Teaching Guide: 14, 119, 143, 166, 169, 190, 192 Each of the reading components teach and reinforce key

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, summarizing.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	<p>WS-compare</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 298, 299, 397, 398</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p><u>Audiobook Teaching Resources:</u> Flight #116 Is Down! – 13, 66, 101 (Resources – 33-35, 63-69), The Star Fisher – 45, 66, 83 (Resources – 57-59, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> Hear Me; Frankenstein; Score! The Greatest Athletes of All Time; Love Letters and Other Stories (Resources – 65, 81, 105, 123)</p> <p><u>Test-Taking Strategies:</u> 36-38</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p>
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.	<p>WS- Summarize</p> <p><u>rBook Teaching Guide:</u> 18, 87, 118, 187, 188</p> <p><u>RD1 Book 1-Reading Skills and Strategies:</u> 294, 295, 395</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69)</p> <p><u>Paperbacks Teaching Resources:</u> King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	(Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5
5. Select, create and use graphic organizers to interpret textual information.	WS- graphic organizers rBook Teaching Guide: Text Features - 114, 160 Bar Graph - 119 Flow Chart - 168 Circle Graph - 18 Line Graph - 192 Diagram - 43 Map - 218 Time Line - 94 Schedule - 29 Read Charts and Graphs RDI Book 1-Reading Skills and Strategies: 327 Read Maps and Diagrams RDI Book 1-Reading Skills and Strategies: 328 Audiobook Teaching Resources: 9, 10, 12, 21 (Resources – 45-47, 63-69) rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	WS- Answer, literal Test-Taking Strategies: 31-33
<i>Self-Monitoring Strategies</i>	
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	WS- Monitor RDI Book 1-Reading Skills and Strategies: 317 Each of the reading components provide an opportunity for students to identify author's purpose, which contributes to optimal comprehension. Audiobook Teaching Resources: Daniel's Story – 4, 10, 35, 77, 103, 131 (Resources – 27-29, 63-69), Local News – 14, 21, 39, 43 (Resources – 39-41, 63-69), The Mighty – 25, 33, 148 (Resources – 42-44, 63-69), Somewhere in the Darkness – 5, 55, 132 (Resources – 54-56, 63-69), The Stowaway – 17, 34, 108 (Resources – 60-62, 63-69) Test-Taking Strategies Book: Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies.
8. List questions and search for answers within the text to construct meaning.	WS-questions rBook Teaching Guide: 14, 119, 143, 166, 169, 190, 192 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, summarizing.
<i>Independent Reading</i>	
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).	<p>WS- independent, read Read Independently <u>RDI Book 1-Reading Skills and Strategies:</u> Students are given the opportunity to read the passages independently. <u>Topic Software Teaching Resources:</u> Students read passages on the READ180 Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities. <u>Test-Taking Strategies:</u> The lessons and practice from the reading test strategies offer students an opportunity to read independently</p>
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<p><u>WS-purpose</u> <u>Audiobooks Teaching Resources:</u> The Read180 Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. <u>RDI Book 1-Reading Skills and Strategies:</u> Before reading each passage, there is a discussion which helps students build background. At this time, student will determine the purpose for reading with guidance from the instructor. <u>Paperbacks Teaching Resources:</u> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p>
Reading Applications: Informational, Technical and Persuasive Text	
1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	<p>WS- text features <u>rBook Teaching Guide:</u> Text Features - 114, 160 Bar Graph - 119 Flow Chart - 168 Circle Graph - 18 Line Graph - 192 Diagram - 43 Map - 218 Time Line - 94 Schedule - 29</p> <p>Read Charts and Graphs <u>RDI Book 1-Reading Skills and Strategies:</u> 327 Read Maps and Diagrams <u>RDI Book 1-Reading Skills and Strategies:</u> 328 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	47, 63-69) rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)
2. Analyze examples of cause and effect and fact and opinion.	<p>WS- cause and effect, fact/opinion rBook Teaching Guide: 158C, 160-169, 191, 240 RDI Book 1-Reading Skills and Strategies: 296, 297, 396 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287 Paperbacks Teaching Resources: Hiroshima; Won't Know Till I Get There, Zero Tolerance (Resources – 85, 113, 133) Test-Taking Strategies: 36-38 rSkills Test Book: Tests 4 & 5 rBook Teaching Guide: 81, 128 RDI Book 1-Reading Skills and Strategies: 321, 413 Test-Taking Strategies: 39-41</p>
3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources	<p>WS- Compare, magazine, newspaper RDI Book 1-Reading Skills and Strategies: 298, 299, 397, 398 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.2: 107-110, 233-234, 287; 3.4: 115-118, 237-238, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.4: 195-198, 277-278, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287 Audiobook Teaching Resources: Flight #116 Is Down! – 13, 66, 101 (Resources – 33-35, 63-69), The Star Fisher – 45, 66, 83 (Resources – 57-59, 63-69) Paperbacks Teaching Resources: Hear Me; Frankenstein; Score! The Greatest Athletes of All Time; Love Letters and Other Stories (Resources – 65, 81, 105, 123)</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Test-Taking Strategies:</u> 36-38 <u>rSkills Test Book:</u> Tests 4 & 5 <u>rBook Teaching Guide:</u> Island of Snakes 162; Mountain of Fire, A 36 <u>rBook Teaching Guide:</u> Freaky Fish Invasion 160; Life in the Dumps 86; School Before Soccer 10; Tragic Death on Train 110; Wild Animal Keeper 178</p>
<p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.</p>	<p>WS-summary <u>rBook Teaching Guide:</u> 18, 87, 118, 187, 188 <u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 395 <u>Topic Software Teaching Resources:</u> 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 <u>Audiobook Teaching Resources:</u> Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) <u>rSkills Test Book:</u> Tests 2-5</p>
<p>5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.</p>	<p>WS-maps. Text Features - 114, 160 Bar Graph - 119 Flow Chart - 168 Circle Graph - 18 Line Graph - 192 Diagram - 43 Map - 218 Time Line - 94 Schedule - 29 Read Charts and Graphs <u>RDI Book 1-Reading Skills and Strategies:</u> 327 Read Maps and Diagrams <u>RDI Book 1-Reading Skills and Strategies:</u> 328 <u>Audiobook Teaching Resources:</u> 9, 10, 12, 21 (Resources – 45-</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	47, 63-69) rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	WS-Assess, Author rBook Teaching Guide: Edgar Allen Poe 154; Shirley Jackson 80; Walter Dean Myers and Langston Hughes 230 rBook Teaching Guide: 25, 49, 77, 101, 125, 157, 181, 205, 233 RDI Book 2-Writing and Grammar Strategies: 13
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.	WS-Author's purpose rBook Teaching Guide: 218 Each of the reading components provide an opportunity for students to identify author's purpose, which contributes to optimal comprehension
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	WS-summarize rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5
Reading Applications: Literary Text	
1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words	WS-Character RDI Book 1-Reading Skills and Strategies: Character: 306, 307, 403, 404 rBook Teaching Guide: 59, 61, 63, 65, 66, 67, 69, 135, 137, 139,

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
or actions.	141, 142, 143, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 403, 404 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 8, 83, 120, 227 (Resources - 30-32, 63-69), The Outsiders – 3, 38, 76, 90, 126 (Resources – 48-50, 63-69), Somewhere in the Darkness – 10, 99 (Resources – 54-56, 63-69) <u>Paperbacks Teaching Resources:</u> Alison's Trumpet and Other Stories; Night Bird: A Story of the Seminole Indians; Quinceañera Means Sweet 15; Moby Dick; Stealing Home: The Story of Jackie Robinson (Resources – 75, 89, 103, 127, 129) <u>rSkills Test Book:</u> Tests 2, 3, & 5
2. Identify the features of setting and explain their importance in literary text.	WS-setting <u>rBook Teaching Guide:</u> 59, 61, 63, 65, 67, 135, 137, 139, 141, 143, 145, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 308, 309, 405, 406 <u>Audiobook Teaching Resources:</u> Esperanza Rising – 3, 18, 151, 216 (Resources – 30-32, 63-69) <u>Paperbacks Teaching Resources:</u> Destination: Everest; The Big Lie: A True Story; Summer on Wheels; (Resources – 79, 97, 107) <u>rSkills Test Book:</u> Tests 2 & 3
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	WS-plot <u>RDI Book 1-Reading Skills and Strategies:</u> Analyze Plot – 310, 311, 407, 408
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	Recognize Point of View <u>rBook Teaching Guide:</u> 61, 218, 220, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 320
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	WS-symbol <u>RDI Book 1-Reading Skills and Strategies:</u> 336, 349, 350, 351
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	WS- genres, science fiction, biography, fiction <u>rBook Teaching Guide:</u> Bad Boy, from 210; Fall of the House of Usher 136; Haunted House, from The 144; Heartbeat of Harlem 208; I'm Nobody! Who Are You? 70; Langston Hughes's Harlem 220; Louisa, Please Come Home 60; Whole New Look, A 71 The Read180 program provides a variety of readings across many genres and cultural diversities. There are three stages of instruction and support, each including three levels of difficulty. <u>RDI Book 1-Reading Skills and Strategies:</u> Reading passages represent a variety of genres at various reading levels. <u>rBook Teaching Guide:</u> America's Least Wanted 166; Hurricanes: The Monster Storms 40 <u>RDI Book 1-Reading Skills and Strategies:</u> 370

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Paperbacks Teaching Resources:</u> Among the Hidden; Creatures Infest Local School!; UFOs: Fact of Fiction; Visitors: Strange Invaders</p> <p>Biography/Profile</p> <p><u>rBook Teaching Guide:</u> Fitting In 12; Hughes, Langston 230; Jackson, Shirley 80; Poe, Edgar Allen 154; School Before Soccer 10; Starting Over 184; Struck by Lightening 34; Words Set Him Free 186</p> <p><u>Paperbacks Teaching Resources:</u> Donner Party: A Diary of a Survivor; The Good Fight: Stories About Real Heroes; Score! The Greatest Athletes of All Time; Stealing Home: The Story of Jackie Robinson</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 387, 358, 369, 366, 349, 364, 376, 363, 386, 361, 370</p> <p><u>Paperbacks Teaching Resources:</u> The Adventures of Captain Underpants; Dive, Book Two: The Deep; The Escape: A Classic Story of Suspense; King Arthur; Moby Dick; Night Bird: A Story of the Seminole Indians; Summer on Wheels; Visitors: Strange Invaders</p>
<p>7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p>	<p>WS-meaning</p> <p>The Read180 program teaches a variety of vocabulary and word study skills, including word structure, making connections (related words, using context), using reference materials, word consciousness (awareness of and interest in words and their meanings)</p> <p><u>rBook Teaching Guide:</u> 31, 55, 83, 107, 131, 157, 181, 205, 233</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 21, 22, 23, 35, 40, 44, 62</p>
<p>Writing Processes</p>	
<p><i>Prewriting</i></p>	
<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p>	<p>WS-discussions, writing</p> <p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Each reading passage provides an opportunity for group discussion. Collaborative learning is also achieved through supplemental resources and peer assessments</p> <p><u>Writing Process</u></p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Brainstorm</p> <p><u>rBook Teaching Guide:</u> 23, 47, 75, 99, 123, 149, 173, 197, 225</p> <p>Plan</p> <p><u>rBook Teaching Guide:</u> 24, 48, 76, 100, 124, 150, 174, 198, 226</p> <p>Writing</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Revise/Edit rBook Teaching Guide: 25, 49, 77, 101, 125, 151, 175, 199, 227 Proofreading rBook Teaching Guide: 27, 51, 79, 103, 127, 153, 177, 201, 229 RDI Book 2-Writing and Grammar Strategies: 214-221 Topic Software, Audiobooks, Paperbacks and Test-Taking Strategies give students an opportunity to practice and apply the different steps in the writing process</p>
<p>2. Conduct background reading, interviews or surveys when appropriate.</p>	<p>WS-interview, background Topic Software Teaching Resources: 217, 233, 234, 271, 272 Audiobook Teaching Resources: 50, Paperbacks Teaching Resources: 94, 122, 132 RDI Book 3-Strategies for English Language Learners: 32 Each instructional unit of the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model and build background on the content. rBook Teaching Guide: 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K rBook Teaching Guide: 67, 70, 113, 162, 168 RDI Book 1-Reading Skills and Strategies: Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p>
<p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p>	<p>WS-_narrative rBook Teaching Guide: 46-49, 224-227, 244 RDI Book 2-Writing and Grammar Strategies: 29, 14, 34, 39, 19, 24, 20, 35, 15, 40, 30, 25, 32, 17, 37, 43, 22, 27 Audiobook Teaching Resources: 35</p>
<p>4. Determine a purpose and audience.</p>	<p>WS-purpose, determine Writing Process RDI Book 2-Writing and Grammar Strategies: 13 Brainstorm rBook Teaching Guide: 23, 47, 75, 99, 123, 149, 173, 197, 225 Plan rBook Teaching Guide: 24, 48, 76, 100, 124, 150, 174, 198, 226 Writing rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244 Revise/Edit rBook Teaching Guide: 25, 49, 77, 101, 125, 151, 175, 199, 227 Proofreading rBook Teaching Guide: 27, 51, 79, 103, 127, 153, 177, 201, 229 RDI Book 2-Writing and Grammar Strategies: 214-221 Topic Software, Audiobooks, Paperbacks and Test-Taking Strategies give students an opportunity to practice and apply the different steps in the writing process. The <i>Writing and Grammar Strategies</i> book provides practice with organizing and writing a paragraph. Students are taught to:</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<ul style="list-style-type: none"> • identify the type of writing required • determine the audience and purpose • brainstorm ideas for writing • plan • organize the main idea and details • write a draft • revise • check spelling, grammar usage, mechanics • present a final draft
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	<p>WS-diagram, maps rBook Teaching Guide: Text Features - 114, 160 Bar Graph - 119 Flow Chart - 168 Circle Graph - 18 Line Graph - 192 Diagram - 43 Map - 218 Time Line - 94 Schedule - 29</p> <p>Read Charts and Graphs RDI Book 1-Reading Skills and Strategies: 327 Read Maps and Diagrams RDI Book 1-Reading Skills and Strategies: 328 Audiobook Teaching Resources: 9, 10, 12, 21 (Resources – 45-47, 63-69) rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table)</p>
<i>Drafting, Revising and Editing</i>	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.	<p>WS-organize, writing Writing Process RDI Book 2-Writing and Grammar Strategies: 13 Brainstorm rBook Teaching Guide: 23, 47, 75, 99, 123, 149, 173, 197, 225 Plan rBook Teaching Guide: 24, 48, 76, 100, 124, 150, 174, 198, 226 Writing rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244 Revise/Edit rBook Teaching Guide: 25, 49, 77, 101, 125, 151, 175, 199, 227 Proofreading rBook Teaching Guide: 27, 51, 79, 103, 127, 153, 177, 201, 229 RDI Book 2-Writing and Grammar Strategies: 214-221 Topic Software, Audiobooks, Paperbacks and Test-Taking Strategies give students an opportunity to practice and apply the</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>different steps in the writing process.</p> <p>The <i>Writing and Grammar Strategies</i> book provides practice with organizing and writing a paragraph. Students are taught to:</p> <ul style="list-style-type: none"> • identify the type of writing required • determine the audience and purpose • brainstorm ideas for writing • plan • organize the main idea and details • write a draft • revise • check spelling, grammar usage, mechanics • present a final draft
7. Vary simple, compound and complex sentence structures.	<p><u>WS-sentence, compound/complex</u> <u>RDI Book 2-Writing and Grammar Strategies:</u> 158, 159, 73, 208, 209</p>
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	<p>WS-paragraph</p> <p>The <i>Writing and Grammar Strategies</i> book provides practice with organizing and writing a paragraph. Students are taught to:</p> <ul style="list-style-type: none"> • identify the type of writing required • determine the audience and purpose • brainstorm ideas for writing • plan • organize the main idea and details • write a draft • revise • check spelling, grammar usage, mechanics • present a final draft
9. Vary language and style as appropriate to audience and purpose.	<p>WS-language</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 136, 242 <u>RDI Book 1-Reading Skills and Strategies:</u> 333, 335, 338, 336, 337, 334</p>
10. Use available technology to compose text.	<p>WS-technology</p> <p>The program includes a software and audiobook component which gives students experience with a technology-based reading and instruction.</p>
11. Reread and analyze clarity of writing.	<p>WS- Reread (proofread) <u>rBook Teaching Guide:</u> 25, 27, 49, 51, 77, 79, 101, 103, 125, 127, 151, 153, 175, 177, 199, 201, 227, 229 <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221</p>
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively	<p>WS- details, add, delete <u>RDI Book 2-Writing and Grammar Strategies:</u> 214-221 Topic Software, Audiobooks, Paperbacks and Test-Taking</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
accomplish purpose.	Strategies give students an opportunity to practice and apply the different steps in the writing process. The <i>Writing and Grammar Strategies</i> book provides practice with organizing and writing a paragraph. Students are taught to: <ul style="list-style-type: none"> • identify the type of writing required • determine the audience and purpose • brainstorm ideas for writing • plan • organize the main idea and details • write a draft • revise
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	WS-clarify Clarify Text Structure rBook Teaching Guide: 14, 114, 241
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	WS- resource, dictionary Using a Dictionary rBook Teaching Guide: 96, 170, 171 rSkills Test Book: Tests 2 & 5
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	WS-proofread, edit rBook Teaching Guide: 25, 49, 77, 101, 125, 151, 175, 199, 227 Proofreading rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 224-227, 243, 244 Revise/Edit
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	WS-checklist Writer's Checklist RDI Book 2-Writing and Grammar Strategies: 223
<i>Publishing</i>	
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	WS- charts, graphs rBook Teaching Guide: Text Features - 114, 160 Bar Graph - 119 Flow Chart - 168 Circle Graph - 18 Line Graph - 192 Diagram - 43 Map - 218 Time Line - 94 Schedule - 29 Read Charts and Graphs RDI Book 1-Reading Skills and Strategies: 327 Read Maps and Diagrams RDI Book 1-Reading Skills and Strategies: 328 Audiobook Teaching Resources: 9, 10, 12, 21 (Resources – 45-

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	47, 63-69) rSkills Test Book: Each test contains one comprehension question which relates to a graphic element (e.g., chart or table) Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Signs, Etc. Topic Software Teaching Resources: 225, 226, 267, 268, Audiobook Teaching Resources: 46, 66 Paperbacks Teaching Resources: 134, 137
Writing Applications	
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.	WS- write, narrative rBook Teaching Guide: 46-49, 224-227, 244 RDI Book 2-Writing and Grammar Strategies: 29, 14, 34, 39, 19, 24, 20, 35, 15, 40, 30, 25, 32, 17, 37, 43, 22, 27 Audiobook Teaching Resources: 35
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text.	WS-response Respond to Ideas and Issues Literature Review rBook Teaching Guide: 148-151, 244 RDI Book 2-Writing and Grammar Strategies: 79, 59, 80, 60, 82, 62 Topic Software Teaching Resources: 220, 222, 250, 267, 284, 285, 286 Audiobook Teaching Resources: 28, 29, 35, 38, 59, 71 Paperbacks Teaching Resources: 76, 80, 82, 84, 98, 100, 102, 104, 106, 143
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	WS-letters, write Intensive Writing Instruction The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. Write Letters, Postcards, E-Mail, RDI Book 2-Writing and Grammar Strategies: 119-122 Topic Software Teaching Resources: 262, 269, 281, 282, Audiobook Teaching Resources: 32, 34, 46, 47, 55, 56, 61, 62, Paperbacks Teaching Resources: 58, 60, 64, 74, 80, 104, 116, 122, 124, 128, 136
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure	WS-essay, report, write Write an Essay/Paragraph RDI Book 2-Writing and Grammar Strategies: 64, 89, 39, 109 Audiobook Teaching Resources: 29, 32, 35 Write a News Report, Article RDI Book 2-Writing and Grammar Strategies: 84-87

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
appropriate to the purpose, audience and context.	Topic Software Teaching Resources: 225, 226, 240 Audiobook Teaching Resources: 35, 37, 38, 46, 65 Paperbacks Teaching Resources: 78, 86, 137
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.	WS-essay, persuasive Write an Essay/Paragraph RDI Book 2-Writing and Grammar Strategies: 64, 89, 39, 109 Audiobook Teaching Resources: 29, 32, 35 rBook Teaching Guide: 122, 172-175, 243 RDI Book 2-Writing and Grammar Strategies: 94-113 Test-Taking Strategies Book: Practice Test – 106 Writing Prompts - 113 Persuasive Writing Test-Taking Strategies: 106-108
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	WS-journal, poem Write Poetry/Poem RDI Book 2-Writing and Grammar Strategies: 134-137 Write a Diary Entry, Journal Entry, Log Entry Audiobook Teaching Resources: 56, 69, 73, 74 Paperbacks Teaching Resources: 88, 114, 141, 145, 146
Writing Conventions	
<i>Spelling</i>	
1. Spell frequently misspelled and high-frequency words correctly.	WS- high-frequency, spell Apply Spelling Skills Proofreading rBook Teaching Guide: 27, 51, 79, 103, 127, 153, 177, 201, 229 Topic Software Teaching Resources: All lessons in the Topic Software practice spelling and proofreading skills, which are a principal objective of the software component. RDI Book 1-Reading Skills and Strategies: 204 RDI Book 2-Writing and Grammar Strategies: 214-221; Test-Taking Strategies: Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it. Topic Software Teaching Resources: In the READ180 Software, students master words from the reading passage as they practice decoding and rapid word recognition
<i>Punctuation and Capitalization</i>	
2. Use commas, end marks, apostrophes and quotation marks correctly.	WS- commas, quotation, end Commas in a Series rBook Teaching Guide: 103, 247 RDI Book 2-Writing and Grammar Strategies: 206-207 rSkills Test Book: Test 2 Commas with Introductory Words rBook Teaching Guide: 127, 247

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 200, 201 <u>rSkills Test Book:</u> Test 3 Commas with Dates or Place Names <u>RDI Book 2-Writing and Grammar Strategies:</u> 128 End Punctuation <u>rBook Teaching Guide:</u> 27, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 18, 154, 155 <u>rSkills Test Book:</u> Test 1 Using Quotation Marks <u>rBook Teaching Guide:</u> 201, 247 <u>RDI Book 2-Writing and Grammar Strategies:</u> 28, 204, 205 <u>rSkills Test Book:</u> Test 4</p>
3. Use semicolons, colons, hyphens, dashes and brackets.	<p>WS- semicolons, colons, hyphens No match</p>
4. Use correct capitalization.	<p>WS-Capital <u>rBook Teaching Guide:</u> 51, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163 <u>rSkills Test Book:</u> Test</p>
<i>Grammar and Usage</i>	
5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	<p>WS- noun, pronoun, verb, adverb, adjective, conjunction, <u>RDI Book 2-Writing and Grammar Strategies:</u> 162-165, 182, 183 <u>RDI Book 2-Writing and Grammar Strategies:</u> 23, 180, 181, 184, 185, 38 <u>RDI Book 2-Writing and Grammar Strategies:</u> 166, 167, 178, 179, 174, 175, 176, 177, 172, 173, 170, 171, 168, 169 <u>rSkills Test Book:</u> Test 2 <u>rBook Teaching Guide:</u> 228, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 192-195 <u>rSkills Test Book:</u> Test 5 <u>rBook Teaching Guide:</u> 200, 246 <u>RDI Book 2-Writing and Grammar Strategies:</u> 186, 187 <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209, 210, 211</p>
6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	<p>WS-verbs <u>RDI Book 2-Writing and Grammar Strategies:</u> 166, 167, 178, 179, 174, 175, 176, 177, 172, 173, 170, 171, 168, 169 <u>rSkills Test Book:</u> Test 2 <u>rBook Teaching Guide:</u> 102, 245 <u>RDI Book 2-Writing and Grammar Strategies:</u> 168-171 <u>rSkills Test Book:</u> Tests 2</p>
7. Use nominative, objective,	<p>WS-pronouns</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
possessive, indefinite and relative pronouns.	Subject and Object Pronouns rBook Teaching Guide: 176, 246 RDI Book 2-Writing and Grammar Strategies: 180-181
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	WS- subject-verb agreement rBook Teaching Guide: 152, 245 RDI Book 2-Writing and Grammar Strategies: 178, 179 rSkills Test Book: Test 3
Research	
1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing,

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
organizers).	grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
6. Use quotations to support ideas.	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions.</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
research question.	Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
Communication: Oral and Visual	
<i>Listening and Viewing</i>	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	<p>WS- listening, Listening/Speaking Discussions before and after each lesson in the reading and writing components offer practice and application of listening and speaking skills.</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69 Discussions before and after each lesson in the reading and writing components offer practice and application of listening and speaking skills.</p> <p><u>RDI Book 3-Strategies for English-Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p>
2. Summarize the main idea and draw conclusions from presentations and visual media.	<p>WS- draw conclusions, summarize (nothing to do with visual- under reading) Direct, Explicit Comprehension Instruction The Read180 program presents systematic comprehension instruction to build student success by:</p> <ul style="list-style-type: none"> • using structured engagement techniques to actively involve students and hold them accountable for learning • focusing on targeted comprehension skills (summarizing, drawing conclusions, making inferences, etc.) over several day <p>scaffolding instruction through the use of graphic organizers, sentence starters, and modeling</p> <p><u>rBook Teaching Guide:</u> 86, 94, 206C, 208-219</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 402</p> <p><u>Topic Software Teaching Resources:</u> 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 1.4: 83-86, 221-222, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; ; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242,287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Audiobook Teaching Resources:</u> Holes – 58, 70, 170, 216 (Resources – 36-38, 63-69), Oh Yuck! – 15, 17, 29, 37 (Resources –</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>45-47, 63-69), The Outsiders – 44, 56, 133, 137 (Resources – 48-50, 63-69), The Stowaway – 3, 21, 100 (Resources – 60-62, 63-69) Paperbacks Teaching Resources: Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109) rBook Teaching Guide: 18, 87, 118, 187, 188 RDI Book 1-Reading Skills and Strategies: 294, 295, 395 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 1.3: 74-82, 219-220, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-23, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.3: 127-130, 243-244, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.3: 159-162, 259-260, 287; 6.4: 159-162, 259-260, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.2: 187-190, 273-274, 287; 8.3: 191-194, 275-27, ;287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287 Audiobook Teaching Resources: Daniel's Story – 35, 103, 131 (Resources – 27-29, 63-69), The Mighty – 27, 48, 53 (Resources – 42-44, 63-69), Rimshots – 8, 17, 23, 26 (Resources – 51-53, 63-69), Somewhere in the Darkness – 10, 55, 142 (Resources – 54-56, 63-69) Paperbacks Teaching Resources: King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131) rSkills Test Book: Tests 2-5</p>
<p>3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking RDI Book 3-Strategies for English Language Learners: 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument RDI Book 2-Writing and Grammar Strategies: 104-107, 109-113 Topic Software Teaching Resources: 196, 237 Paperbacks Teaching Resources: 48, 54, 66</p> <p>Write an Opinion</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>
<i>Speaking Skills and Strategies</i>	
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
6. Use clear diction and tone, and adjust volume, phrasing and tempo to	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
stress important ideas.	<p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
7. Adjust speaking content and style according to the needs of the situation, setting and audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<i>Speaking Applications</i>	
8. Deliver informational presentations (e.g., expository, research) that:	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p>
<p>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210,</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-245</p> <p><u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107</p> <p><u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p> <p><u>Topic Software Teaching Resources:</u> 196, 237</p> <p><u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p> <p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 32</p> <p><u>Topic Software Teaching Resources:</u> 197-198, 243-</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p>245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
e. draw from multiple sources and identify sources used.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <u>RDI Book 3-Strategies for English Language Learners:</u> 32 <u>Topic Software Teaching Resources:</u> 197-198, 243-245 <u>Audiobook Teaching Resources:</u> 56</p> <p>Write an Introduction, Speech <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>Topic Software Teaching Resources:</u> 222, 228</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
9. Deliver formal and informal	

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
descriptive presentations that convey relevant information and descriptive details.	
10. Deliver persuasive presentations that:	
a. establish a clear position;	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>
b. include relevant evidence to support position and to address potential concerns of listeners; and	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97</p>

**Scholastic's Read 180, Stage A correlated to the
Ohio English Language Arts Academic Content Standards
Grade 6**

Ohio English Language Arts Academic Content Standards	Scholastic's Read 180, Stage A
	<p><u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234</p> <p><u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>
c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102</p> <p>Persuasive Writing <u>Test-Taking Strategies:</u> 106-108</p> <p>Write an Opinion <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97 <u>Topic Software Teaching Resources:</u> 196, 207, 210, 225, 230, 234 <u>Audiobook Teaching Resources:</u> 29, 31, 43-45, 49, 52 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Argument <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>Topic Software Teaching Resources:</u> 196, 237 <u>Paperbacks Teaching Resources:</u> 48, 54, 66</p>

* All listening/speaking keys are under English-Language Learners which don't exactly match