

Scholastic
Read 180 - Stage A
 correlated to the
 Pennsylvania Department of Education Academic Standards
 for Reading, Writing, Speaking and Listening
 Grade 5

Academic Standards	<i>READ 180</i> - Stage A
1.1. Learning to Read Independently	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
<p>A. Establish the purpose for reading a type of text (literature, information) before reading.</p>	<p><u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<p>B. Select texts for a particular purpose using the format of the text as a guide.</p>	<p><u>Student Materials</u> Software: Students read a broad range of genre in the Software passages in <i>READ 180</i>.</p> <p>Audiobooks: Students read a broad range of genre in the Audiobooks of <i>READ 180</i>.</p>

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<p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p>	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks. See the following for example: <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5, and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p>

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(continued from previous page)	<p><u>Teacher Materials</u> Teacher’s Guide: 10, 13, 22, 37, 48, 49, 58, 68, 78, 88, 98, 108, 118, 128</p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p>
D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.	<p><u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p><u>Teacher Materials</u> Teacher’s Guide: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 52, 54, 57, 60, 63, 66, 69, 70, 72, 75, 78, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 124, 126, 128, 130, 132, 134, 136, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>

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E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.	<p><u>Student Materials</u></p> <p>Software: 2.2, L3; 5.3, L3; 6.4, L3; 7.4, L3; 9.1, L1; 9.4, L3</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 19, 25, 40, 46, 49, 55, 61, 64, 70, 92, 96, 104, 108, 112, 116, 120</p>
F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p>

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G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.	
<ul style="list-style-type: none"> • Summarize the major ideas, themes or procedures of the text. 	<p><u>Student Materials</u></p> <p>Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior</i>: 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths</i>: 45 <i>For Your Eyes Only!</i>: 116 <i>I Thought My Soul Would Rise and Fly</i>: 7, 78, 109, and 147 <i>Jonah the Whale</i>: 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 10 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 7, 52, 70, and 92 <i>The Magnificent Mummy Maker</i>: 10 <i>The Music of Dolphins</i>: end of Chs. 22 and 35 <i>The Ostrich Chase</i>: 42 <i>Pacific Crossing</i>: 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and 16</p>

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(continued from previous page)	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 63, 75, 77, 83, 87, 97, 117, 163, 177, 187, 225, 227, 229</p> <p>Reading Strategies Book: 6, 42, 45, 79, 83</p> <p>Teacher’s Resource Book: 114, 115</p>
<ul style="list-style-type: none"> • Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape). 	<p><u>Teacher Materials</u> Reading Strategies Book: 62</p>
<ul style="list-style-type: none"> • Clarify ideas and understandings through rereading and discussion. 	<p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic!:</i> 32 <i>Favorite Greek Myths:</i> 46 <i>The Journal of Joshua Loper:</i> 52 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 21 <i>The Ostrich Chase:</i> 88</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software, Audiobook, and Paperback passages.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher.</p>

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<ul style="list-style-type: none"> Make responsible assertions about the ideas from the text by citing evidence. 	<p><u>Student Materials</u></p> <p>Software: 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1- 3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1- 3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1- 3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1- 3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic!:</i> end of Ch. 3, and 102 <i>Beautiful Warrior:</i> 14, 25, and end of Folio 15 <i>Favorite Greek Myths:</i> 53 <i>For Your Eyes Only!:</i> 65 and 136 <i>I Thought My Soul Would Rise and Fly:</i> 101 and 172 <i>Jonah the Whale:</i> 72 <i>The Journal of Joshua Loper:</i> 52 and 128 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 76 and 90 <i>The Magnificent Mummy Maker:</i> 36, 38, and 75 <i>The Ostrich Chase:</i> 21, 40, 69, 97, and 113 <i>Pacific Crossing:</i> 41, and end of Ch. 11</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 61, 71, 85, 95, 107, 113, 121, 135, 167, 173, 201</p> <p>Reading Strategies Book: 15, 51, 89</p> <p>Teacher's Resource Book:</p>

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<ul style="list-style-type: none"> • Extend ideas found in the text. 	<p><u>Student Materials</u></p> <p>Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76 <i>The Magnificent Mummy Maker</i>: 47 <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase</i>: 42, 55, and 80 <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 51, 125, 133, 157, 183, 185, 199, 215</p> <p>Reading Strategies Book: 18, 54, 95</p> <p>Teacher's Resource Book:</p>

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H. Demonstrate fluency and comprehension in reading.	
<ul style="list-style-type: none"> Read familiar materials aloud with accuracy. 	<p><u>Student Materials</u> Software: After hearing the <i>READ 180</i> Software passage read aloud, students read along with the Narrator and then make an audio recording of the passage.</p> <p>Audiobooks: As the students read along with the <i>READ 180</i> Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the <i>READ 180</i> Topic CD passages provide additional opportunities for reading connected text with fluency.</p>
<ul style="list-style-type: none"> Self-correct mistakes. 	<p><u>Student Materials</u> Audiobooks: <i>The Magnificent Mummy Maker:</i> 49 <i>Pacific Crossing:</i> end of Ch. 14</p>
<ul style="list-style-type: none"> Use appropriate rhythm, flow, meter and pronunciation. 	<p><u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read. The Software models fluent reading and gives the students experience in reading with fluency.</p>

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<ul style="list-style-type: none"> • Read a variety of genres and types of text. 	<p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Thought My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p>

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<ul style="list-style-type: none"> • Demonstrate comprehension (Standard 1.1.5.G.). (Recommend: 25 books/year) 	<p><u>Student Materials</u> Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 62, 73, 87, 91, 104, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76 <i>The Magnificent Mummy Maker</i>: 47 <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase</i>: 42, 55, and 80 <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p>

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1.2. Reading Critically in All Content Areas	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Read and understand essential content of informational texts and documents in all academic areas.	
<ul style="list-style-type: none"> • Differentiate fact from opinion across texts. 	<p><u>Student Materials</u> Software: 1.1, L2; 1.3, L3; 2.4, L1-3; 3.4, L1-2; 4.1, L1-2; 4.2, L3; 5.2, L2; 6.2, L1-3; 7.2, L3; 7.4, L2-3; 8.2, L1-3; 8.3, L2; 9.1, L2-3; 9.4, L3</p> <p>Audiobooks: <i>Back to the Titanic!:</i> end of Chs. 5, 6, 7, and 11 <i>Beautiful Warrior:</i> 25, and end of Folio 15 <i>Favorite Greek Myths:</i> 45, 50, 66, and 68 <i>For Your Eyes Only!:</i> 22, 25, 40, and 113 <i>I Thought My Soul Would Rise and Fly:</i> 33, 61, and 157 <i>Jonah the Whale:</i> end of Ch. 7, and 98</p>
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<ul style="list-style-type: none"> • Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present. 	<p><u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1-3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1-3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic!:</i> 4, 6, 25, end of Ch. 2, 58, end of Ch. 8, and 117 <i>Beautiful Warrior:</i> 20</p> <p style="text-align: right;">(continued on next page)</p>

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<ul style="list-style-type: none"> Make inferences about similar concepts in multiple texts and draw conclusions. <p>(continued from previous page)</p>	<p><u>Student Materials</u> Software: 1.1, L1-2; 1.2, L2; 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p>

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

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<ul style="list-style-type: none"> Evaluate text organization and content to determine the author's purpose and effectiveness. 	<p><u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	
<ul style="list-style-type: none"> Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Evaluate the role of media as a source of both entertainment and information. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 26, 134, 145, 148, 155, 156, 159, 184, 201</p>

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<ul style="list-style-type: none"> Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 51, 81, 159</p> <p>Teacher’s Resource Book: 128, 148, 165, 169</p>
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>
<p>1.3. Reading, Analyzing and Interpreting Literature</p>	
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>	
<p>A. Read and understand works of literature.</p>	<p><u>Student Materials</u> Paperbacks: <i>Demeter and Persephone</i> <i>Treasure Island</i> <i>Twenty Thousand Leagues Under the Sea</i></p>

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<p>B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.</p>	<p><u>Student Materials</u></p> <p>Audiobooks: <i>For Your Eyes Only!:</i> 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 7 <i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50 <i>The Magnificent Mummy Maker:</i> 21 and 36 <i>The Music of Dolphins:</i> end of Chs. 1 and 17 <i>The Ostrich Chase:</i> 12 and 42 <i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p>Paperbacks: <i>Animal E.R.</i> <i>The Bookman</i> <i>Confessions of a Gym-Class Dropout</i> <i>David Copperfield</i> <i>Navajo Long Walk</i> <i>Treasure Island</i> <i>Twenty Thousand Leagues Under the Sea</i></p> <p><u>Teacher Materials</u></p> <p>Teacher’s Guide: 147, 155, 165, 191, 193, 195, 207, 209, 217, 219</p> <p>Reading Strategies Book: 33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher’s Resource Book: 123, 124, 125</p>
<p>C. Describe how the author uses literary devices to convey meaning.</p>	

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<ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). 	<p><u>Student Materials</u></p> <p>Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read. The Software models fluent reading and gives the students experience in reading with fluency.</p> <p>Audiobooks: The students read the <i>READ 180</i> Audiobooks independently, allowing them to adjust their reading rate. As the students read along with the Audiobooks, the Narrator models fluent reading.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<ul style="list-style-type: none"> • Figurative language (e.g., personification, simile, metaphor, hyperbole). 	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p>

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(continued from previous page)	<p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p>
D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).	<p><u>Student Materials</u> Audiobooks: <i>The Last Place Sports Poems of Jeremy Bloom</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 62</p>
E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.	<p><u>Student Materials</u> Audiobooks: <i>I Thought My Soul Would Rise and Fly</i> <i>The Journal of Joshua Loper</i></p>
F. Read and respond to nonfiction and fiction including poetry and drama.	<p><u>Student Materials</u> Audiobooks: <i>Beautiful Warrior</i> <i>For Your Eyes Only!</i> <i>Jonah the Whale</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p>Paperbacks: <i>Alcatraz: Prison for America's Most Wanted</i> <i>Animal E.R.</i> <i>Circle of Gold</i></p> <p style="text-align: right;">(continued on next page)</p>

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1.4. Types of Writing	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Write poems, plays and multi-paragraph stories.	
<ul style="list-style-type: none"> • Include detailed descriptions of people, places and things. 	<p><u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 145, 147, 151, 153, 157, 159, 163, 165, 173, 179, 191, 195, 209, 219, 221, 227, 229</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>

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<ul style="list-style-type: none"> Use relevant illustrations. 	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>
<ul style="list-style-type: none"> Utilize dialogue. 	<p><u>Teacher Materials</u> Teacher’s Guide: 67, 123, 205</p> <p>Teacher’s Resource Book: 162, 167, 173</p>
<ul style="list-style-type: none"> Apply literary conflict. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Include literary elements (Standard 1.3.5.B.). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p>

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<ul style="list-style-type: none"> • Use literary devices (Standard 1.3.5.C.). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).	
<ul style="list-style-type: none"> • Include cause and effect. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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<ul style="list-style-type: none"> Develop a problem and solution when appropriate to the topic. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 145, 165, 175</p> <p>Teacher’s Resource Book: 133, 184, 191</p>
<ul style="list-style-type: none"> Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). 	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Reading Strategies Book: 135, 138, 142, 149, 156, 159</p>
<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<p>1.5. Quality of Writing</p>	
<p><i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></p>	
<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher’s Resource Book: 139, 140, 142, 155, 162, 163, 164, 165,</p>

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B. Write using well-developed content appropriate for the topic.	
<ul style="list-style-type: none"> Gather, organize and select the most effective information appropriate for the topic, task and audience. 	<p><u>Teacher Materials</u> Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Write paragraphs that have a topic sentence and supporting details. 	<p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic!:</i> 41 <i>Jonah the Whale:</i> 15 <i>The Magnificent Mummy Maker:</i> 38 and 39 <i>Pacific Crossing:</i> 86</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 22, 37, 49, 100</p>
C. Write with controlled and/or subtle organization.	
Sustain a logical order within sentences and between paragraphs using meaningful transitions.	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide: 145, 165, 175</p> <p>Reading Strategies Book:</p>

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<ul style="list-style-type: none"> • Include an identifiable introduction, body and conclusion. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<p>D. Write with an understanding of the stylistic aspects of composition.</p>	
<ul style="list-style-type: none"> • Use different types and lengths of sentences. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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<ul style="list-style-type: none"> Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer’s meaning. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Develop and maintain a consistent voice. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 159, 163, 167, 189, 197, 219, 221</p> <p>Teacher’s Resource Book: 136, 137, 147, 151, 153, 164, 166-168, 170, 173, 176, 179, 182, 183, 185, 186, 188, 190, 192</p>
<p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p>	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>

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F. Edit writing using the conventions of language.	
<ul style="list-style-type: none"> • Spell common, frequently used words correctly. 	<p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4 The Word Zone activities associated with the passages on the <i>READ 180</i> Software give the students opportunities to practice word building.</p>
<ul style="list-style-type: none"> • Use capital letters correctly. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher's Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>

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<ul style="list-style-type: none"> Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher’s Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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G. Present and/or defend written work for publication when appropriate.	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 199, 217</p> <p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p>
1.6. Speaking and Listening	
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Listen to others.	
<ul style="list-style-type: none"> • Ask pertinent questions. 	<p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic!</i>: end of Ch. 4</p>
<ul style="list-style-type: none"> • Distinguish relevant information, ideas and opinions from those that are irrelevant. 	<p><u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1- 3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1- 3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1- 3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1- 3; 9.4, L1</p>

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Academic Standards	<i>READ 180 - Stage A</i>
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<ul style="list-style-type: none"> • Take notes when prompted. 	<p><u>Student Materials</u> Software: <i>READ 180</i> Software provides students the opportunity to take notes when needed.</p> <p>Audiobooks: <i>The Magnificent Mummy Maker:</i> 49 <i>Pacific Crossing:</i> end of Ch. 14</p>
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p>	
<ul style="list-style-type: none"> • Relate it to what is known. 	<p><u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>

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<ul style="list-style-type: none"> Predict the result of the story actions. 	<p><u>Student Materials</u></p> <p>Audiobooks: <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22 and 149 <i>Jonah the Whale:</i> 11, 30, and 64 <i>The Journal of Joshua Loper:</i> 44 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 71 and 76 <i>The Magnificent Mummy Maker:</i> 7, 31, and 71 <i>The Music of Dolphins:</i> end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing:</i> 38, and end of Chs. 8 and 13</p>
<ul style="list-style-type: none"> Retell actions of the story in sequence, explain the theme and describe the characters and setting. 	<p><u>Student Materials</u></p> <p>Software: 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p>Audiobooks: <i>Back to the Titanic!:</i> 32 and end of Ch. 6 <i>Favorite Greek Myths:</i> 70 <i>I Thought My Soul Would Rise and Fly:</i> 66, 157, and 168 <i>Jonah the Whale:</i> 17, 62, and 101 <i>Journal of Joshua Loper:</i> 73 and 81</p> <p style="text-align: right;">(continued on next page)</p>
(continued from previous page)	<i>The Magnificent Mummy Maker:</i> 11, 81,

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	<p>and 130 <i>The Ostrich Chase</i>: 20, 100, and 113 <i>Pacific Crossing</i>: end of Chs. 2, 9, 12, and 16</p> <p><u>Teacher Materials</u> Teacher’s Guide: 65, 91, 115, 157, 159, 175</p> <p>Reading Strategies Book: 12, 48, 87</p> <p>Teacher’s Resource Book: 116</p>
<ul style="list-style-type: none"> • Identify and define new words and concepts. 	<p><u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone to identify the vocabulary needed to comprehend the passages. Because of the varied content in the passages in the Software, students are introduced to a broad range of vocabulary.</p> <p>Audiobooks: As the students listen and read along to the <i>READ 180</i> Audiobooks, the Reading Coach guides them through the new vocabulary in each book.</p> <p><u>Teacher Materials</u> Teacher’s Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p>

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<ul style="list-style-type: none"> • Summarize the selection. 	<p><u>Student Materials</u></p> <p>Software: 1.1, L1, L3; 1.2, L1-3; 1.3, L1-2; 1.4, L2; 2.1, L3; 2.2, L2-3; 2.4, L1; 3.1, L1-3; 3.2, L1-3; 3.3, L3; 3.4, L2; 4.1, L2-3; 4.2, L2; 4.3, L1-2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1-3; 7.1, L2- 3; 7.2, L2-3; 7.3, L1, L3; 7.4, L1-3; 8.1, L2- 3; 8.4, L2-3; 9.2, L1-3</p> <p>Audiobooks: <i>Back to the Titanic!:</i> end of Chs. 2, 4, 6, 7, and 9 <i>Beautiful Warrior:</i> 11, and end of Folio 15 <i>Favorite Greek Myths:</i> 45 <i>For Your Eyes Only!:</i> 6 <i>I Thought My Soul Would Rise and Fly:</i> 9, 43, 144, and 164 <i>Jonah the Whale:</i> 7, 39, and end of Ch. 10 <i>The Journal of Joshua Loper:</i> 67 and 108 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 11 and 90 <i>The Magnificent Mummy Maker:</i> 38, 81, and 130</p> <p style="text-align: right;">(continued on next page)</p>

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C. Speak using skills appropriate to formal speech situations.	
<ul style="list-style-type: none"> • Use complete sentences. 	<p><u>Student Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p> <p><u>Teacher Materials</u> Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p>

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<ul style="list-style-type: none"> Pronounce words correctly. 	<p><u>Student Materials</u></p> <p>Software: The Narrator models correct pronunciation in all the <i>READ 180</i> Topic CD passages.</p> <p>Audiobooks: The Narrator models correct pronunciation in all the <i>READ 180</i> Audiobooks.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<ul style="list-style-type: none"> Use appropriate volume. 	<p><u>Student Materials</u></p> <p>Software: The Narrator of the <i>READ 180</i> Software models appropriate volume.</p> <p>Audiobooks: The Narrator of the <i>READ 180</i> Audiobooks models appropriate volume.</p>
<ul style="list-style-type: none"> Pace speech so that it is understandable. 	<p><u>Student Materials</u></p> <p>Software: The <i>READ 180</i> Software models fluent reading and gives the students experience in reading with fluency.</p>

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(continued from previous page)	<p>Audiobooks: The <i>READ 180</i> Audiobooks model fluent reading and gives the students experience in reading with fluency.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<ul style="list-style-type: none"> Adjust content for different audiences (e.g., fellow classmates, parents). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p>
<ul style="list-style-type: none"> Speak with a purpose in mind. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p>

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D. Contribute to discussions.	
<ul style="list-style-type: none"> Ask relevant questions. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 57, 105, 155</p> <p>Teacher’s Resource Book: 135, 144, 159, 160, 161, 181</p>
<ul style="list-style-type: none"> Respond with relevant information or opinions to questions asked. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 26, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> Listen to and acknowledge the contributions of others. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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<ul style="list-style-type: none"> Adjust involvement to encourage equitable participation. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Give reasons for opinions. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 26, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> Summarize, when prompted. 	<p><u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p>

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(continued from previous page)	<p>Audiobooks: <i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118</p> <p><u>Teacher Materials</u> Teacher’s Guide: 63, 75, 83, 97, 101, 117, 163, 227, 229</p> <p>Teacher’s Resource Book: 115</p>
E. Participate in small and large group discussions and presentations.	
<ul style="list-style-type: none"> • Participate in everyday conversation. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following: Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Reading Strategies Book: 9, 45, 83</p>

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<ul style="list-style-type: none"> • Present an oral reading. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 51, 81, 159</p> <p>Teacher’s Resource Book: 128, 148, 165, 169</p>
<ul style="list-style-type: none"> • Deliver research reports. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> • Conduct interviews. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 57, 105, 155</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>

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<ul style="list-style-type: none"> Plan and participate in group presentations. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 159, 163, 167, 189, 197, 219, 221</p> <p>Teacher’s Resource Book: 136, 137, 147, 151, 153, 164, 166-168, 170, 173, 176, 179, 182, 183, 185, 186, 188, 190, 192</p>
<ul style="list-style-type: none"> Contribute to informal debates. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
F. Use media for learning purposes.	
<ul style="list-style-type: none"> Compare information received on television with that received on radio or in newspapers. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 199, 217</p> <p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p>

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<ul style="list-style-type: none"> • Access information on Internet. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher’s Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
<ul style="list-style-type: none"> • Discuss the reliability of information received on Internet sources. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher’s Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
<ul style="list-style-type: none"> • Explain how film can represent either accurate versions or fictional versions of the same event. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 73, 93, 125, 127, 211, 223</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>

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<ul style="list-style-type: none"> • Explain the role of advertisers in the media. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 73, 93, 125, 127, 211, 223</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199-203</p>
<ul style="list-style-type: none"> • Use a variety of images and sounds to create an effective presentation on a topic. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>

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1.7. Characteristics and Functions of the English Language	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p>
B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p>

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C. Identify word meanings that have changed over time (e.g., cool, mouse).	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Zone and the Spelling Zone, to learn the vocabulary needed to comprehend the passages.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the <i>READ 180</i> Audiobooks.</p>
1.8. Research	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
A. Select and refine a topic for research.	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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B. Locate information using appropriate sources and strategies.	
<ul style="list-style-type: none"> Evaluate the usefulness and qualities of the sources. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
<ul style="list-style-type: none"> Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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<ul style="list-style-type: none"> Use tables of contents, indices, key words, cross-references and appendices. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 165, 215</p> <p>Teacher’s Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> Use traditional and electronic search tools. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher’s Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
C. Organize and present the main ideas from research.	
<ul style="list-style-type: none"> Take notes from sources using a structured format. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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 correlated to the
 Pennsylvania Department of Education Academic Standards
 for Reading, Writing, Speaking and Listening
 Grade 5

Academic Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> • Present the topic using relevant information. 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 145, 159, 163, 165, 179, 191, 219, 221, 227</p> <p>Teacher’s Resource Book: 139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200</p>
<ul style="list-style-type: none"> • Credit sources using a structured format (e.g., author, title). 	<p><u>Teacher Materials</u> The opportunity to address this objective is available. See the following:</p> <p>Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>