

Scholastic Read 180, Stage A ©2005
correlated to
Pennsylvania Academic Standards for Reading/Writing/Speaking & Listening
Grade 5

Pennsylvania Academic Standards for Reading/Writing/Speaking & Listening	Scholastic Read 180, Stage A ©2005
1.1.Learning to Read Independently	
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:	
A. Establish the purpose for reading a type of text (literature, information) before reading.	rBook TE and rBook SE: 10, 14, 28, 34, 42, 52, 60, 64, 70, 80, 92, 104, 110, 116, 128, 144, 166, 198, 214, 224
B. Select texts for a particular purpose using the format of the text as a guide.	rBook TE and rBook SE: 10, 14, 28, 34, 42, 52, 60, 64, 70, 80, 92, 104, 110, 116, 128, 144, 166, 198, 214, 224
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.	rBook TE and rBook SE: 16, 20, 21, 93, 96, 116, 201, 240, 241, 242 Resources for Differentiated Instruction Book 1: 113, 116, 134, 137, 148, 150, 151, 264–265
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.	rBook TE and rBook SE: 8, 18, 32, 40, 58, 70, 84, 90, 110, 116, 134, 144, 166, 172, 174, 188, 194, 212, 216, 224
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.	rBook TE and rBook SE: 20, 21, 44, 45, 72, 73, 120–121, 201, 240, 241, 243, 244 Resources for Differentiated Instruction Book 1: 113, 116, 134, 137, 148, 150, 151, 242, 246, 248 Book 3: 28
F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.	rBook TE and rBook SE: 10, 12, 19, 33, 36, 38, 60, 68, 73, 88, 90, 109, 116, 132, 153, 166, 213, 220
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.	
• Summarize the major ideas, themes or procedures of the text.	rBook TE and rBook SE: 13, 18, 86–95, 106, 117, 174, 190, 194, 220, 225, 245 Resources for Differentiated Instruction Book 1: 294–295 Book 2: 83 Teaching Resources Paperbacks: 73
• Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
• Clarify ideas and understandings through rereading and discussion.	See the following opportunities to support this standard: Resources for Differentiated Instruction Book 1: 318

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<ul style="list-style-type: none"> • Make responsible assertions about the ideas from the text by citing evidence. 	rBook TE and rBook SE: 34, 37, 38, 60, 62, 65, 71, 114, 138, 140, 144, 147, 175, 193 Resources for Differentiated Instruction Book 1: 302, 303, 404 Teaching Resources Audiobooks: 51 Paperbacks: 57, 99
<ul style="list-style-type: none"> • Extend ideas found in the text. 	rBook TE and rBook SE: 97, 124, 153
H. Demonstrate fluency and comprehension in reading.	
<ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. 	rBook TE and rBook SE: 31A, 55A, 83A, 131A, 163A, 187A, 211A, 239A
<ul style="list-style-type: none"> •Self-correct mistakes. 	rBook TE and rBook SE: 239A Resources for Differentiated Instruction Book 1: 318
<ul style="list-style-type: none"> •Use appropriate rhythm, flow, meter and pronunciation. 	rBook TE and rBook SE: 31A, 55A, 83A, 131A, 163A, 187A, 211A, 239A Resources for Differentiated Instruction Book 1: 164, 168, 180, 191
<ul style="list-style-type: none"> •Read a variety of genres and types of text. 	rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234 Teaching Resources Audiobooks: 14, 15, 16, 17, 19, 20, 21, 25 Paperbacks: 13, 14, 16, 19, 22, 24, 31, 39
<ul style="list-style-type: none"> • Demonstrate comprehension (Standard 1.1.5.G.). (Recommend: 25 books/year) 	Teaching Resources Paperbacks: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
1.2. Reading Critically in All Content Areas	
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. 	rBook TE and rBook SE: 52, 81, 104, 223 Teaching Resources Audiobooks: 60

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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. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
<ul style="list-style-type: none"> •Make inferences about similar concepts in multiple texts and draw conclusions. 	rBook TE and rBook SE: 34, 37, 38, 60, 62, 65, 71, 114, 138, 140, 144, 147, 175, 193 Resources for Differentiated Instruction Book 1: 302, 303, 304, 305, 404, 405 Teaching Resources Audiobooks: 42, 51 Paperbacks: 49, 53, 57, 99
<ul style="list-style-type: none"> •Evaluate text organization and content to determine the author’s purpose and effectiveness. 	rBook TE and rBook SE: 35, 36, 39, 56, 61, 62, 65, 71, 139, 141, 143, 175, 193
B. Use and understand a variety of media and evaluate the quality of material produced.	
<ul style="list-style-type: none"> •Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research. 	Resources for Differentiated Instruction Book 2: 141
<ul style="list-style-type: none"> •Evaluate the role of media as a source of both entertainment and information. 	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
<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. 	Resources for Differentiated Instruction Book 2: 94, 134
C. Produce work in at least one literary genre that follows the conventions of the genre.	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 84, 99, 104
1.3. Reading, Analyzing and Interpreting Literature	
A. Read and understand works of literature.	rBook TE and rBook SE: 12–14, 60–71, 116–119, 196–198, 234 Teaching Resources Audiobooks: 14, 15, 16, 17, 19, 20, 21, 25 Paperbacks: 12, 13, 14, 17, 24, 39
B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.	rBook TE and rBook SE: 58–71, 136–149, 150–151, 248 Teaching Resources Audiobooks: 14, 16, 17, 18, 23, 24, 27, 39 Paperbacks: 14, 16, 18, 21, 25, 26, 28, 29, 30, 32, 33, 34, 37, 40, 47, 59, 63, 69, 75, 79, 89, 95, 101

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C. Describe how the author uses literary devices to convey meaning.	
•Sound techniques (e.g., rhyme, rhythm, meter, alliteration).	rBook TE and rBook SE: 150–151, 226–227 Resources for Differentiated Instruction Book 1: 329, 352 Book 2: 134–135, 138 Teaching Resources Audiobooks: 20
•Figurative language (e.g., personification, simile, metaphor, hyperbole).	rBook TE and rBook SE: 137, 139, 141, 192 Resources for Differentiated Instruction Book 1: 274–275 Book 3: 60
D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form)	rBook TE and rBook SE: 150–151, 226–227 Resources for Differentiated Instruction Book 1: 329 Book 2: 134–135, 138 Teaching Resources Audiobooks: 20
E. Analyze drama as information source, entertainment, persuasion or transmitter of culture	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 330
F. Read and respond to nonfiction and fiction including poetry and drama.	rBook TE and rBook SE: 150–151, 226–227 Resources for Differentiated Instruction Book 1: 329, 330 Teaching Resources Audiobooks: 14, 16, 17, 18, 20, 23, 24, 27, 39 Paperbacks: 14, 16, 18, 21, 25, 26, 28, 29, 30, 32, 33, 34, 37, 40, 47, 59, 63, 69, 75, 79, 89, 95, 101
1.4.Types of Writing	
A. Write poems, plays and multi–paragraph stories.	
•Include detailed descriptions of people, places and things.	rBook TE and rBook SE: 202–207 Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 59, 64

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•Use relevant illustrations.	Resources for Differentiated Instruction Book 2: 19, 34, 39, 44, 49, 59, 64
•Utilize dialogue.	Resources for Differentiated Instruction Book 2: 28
•Apply literary conflict.	Resources for Differentiated Instruction Book 2: 14
•Include literary elements (Standard 1.3.5.B.)	Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39
•Use literary devices (Standard 1.3.5.C.).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).	
•Include cause and effect.	Resources for Differentiated Instruction Book 2: 69
•Develop a problem and solution when appropriate to the topic.	Resources for Differentiated Instruction Book 2: 14, 16
•Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).	Resources for Differentiated Instruction Book 2: 19, 34, 39, 44, 49, 59, 64
C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.	rBook TE and rBook SE: 124–125 Resources for Differentiated Instruction Book 2: 104, 109
1.5.Quality of Writing	
A. Write with a sharp, distinct focus identifying topic, task and audience.	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127 Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104
B. Write using well-developed content appropriate for the topic.	
•Gather, organize and select the most effective information appropriate for the topic, task and audience.	rBook TE and rBook SE: 24, 48, 76, 124, 156, 180, 204, 232
•Write paragraphs that have a topic sentence and supporting details.	rBook TE and rBook SE: 24, 48, 76, 124, 156, 180, 204, 232

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C. Write with controlled and/or subtle organization.	
<ul style="list-style-type: none"> •Sustain a logical order within sentences and between paragraphs using meaningful transitions. 	rBook TE and rBook SE: 25, 49, 101, 125, 125, 157, 181, 205 Resources for Differentiated Instruction Book 2: 54, 58
<ul style="list-style-type: none"> •Include an identifiable introduction, body and conclusion. 	rBook TE and rBook SE: 48, 76, 100, 124, 156, 180, 204, 252
D. Write with an understanding of the stylistic aspects of composition.	
<ul style="list-style-type: none"> •Use different types and lengths of sentences. 	rBook TE and rBook SE: 26, 50 Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 158–159, 212–213
<ul style="list-style-type: none"> •Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer’s meaning. 	rBook TE and rBook SE: 22–27, 46–51, 74–79, 98–103, 122–127 Resources for Differentiated Instruction Book 2: 24, 34, 44, 54, 64, 74, 79, 84, 104
<ul style="list-style-type: none"> •Develop and maintain a consistent voice. 	rBook TE and rBook SE: 22–25, 98–101, 155–157 Resources for Differentiated Instruction Book 2: 74, 79, 84, 89, 94, 99, 114, 147
E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.	
<ul style="list-style-type: none"> •Spell common, frequently used words correctly. 	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction Book 1: 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227 Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> •Use capital letters correctly. 	rBook TE and rBook SE: 51 Resources for Differentiated Instruction Book 2: 162, 163

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•Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).	rBook TE and rBook SE: 103, 127, 159, 207, 249, 250, 251 Resources for Differentiated Instruction Book 2: 128, 196, 200, 204, 205, 206, 207
•Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.	Resources for Differentiated Instruction Book 2: 156, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 192
•Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).	Resources for Differentiated Instruction Book 2: 18, 73, 154, 155, 208, 209
G. Present and/or defend written work for publication when appropriate.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 94, 99
1.6.Speaking and Listening	
A. Listen to others.	
•Ask pertinent questions.	Resources for Differentiated Instruction Book 3: 26, 32, 39, 57, 68
•Distinguish relevant information, ideas and opinions from those that are irrelevant.	rBook TE and rBook SE: 52, 81, 104, 223
•Take notes when prompted.	Resources for Differentiated Instruction Book 1: 316 Book 2: 141, 142, 143, 144, 145
B. Listen to a selection of literature (fiction and/or nonfiction).	
•Relate it to what is known.	rBook TE and rBook SE: 8, 32, 56, 84, 108, 132, 164, 188, 212, 240, 245, 249, 254
•Predict the result of the story actions.	Teaching Resources Audiobooks: 20, 48
•Retell actions of the story in sequence, explain the theme and describe the characters and setting.	Resources for Differentiated Instruction Book 1: 172
•Identify and define new words and concepts.	Teaching Resources Audiobooks: 73
•Summarize the selection.	Teaching Resources Topic Software: 30, 32 Audiobooks: 17, 21

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C. Speak using skills appropriate to formal speech situations.	
•Use complete sentences.	Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104 Book 3: 21, 25, 26, 32, 34, 35, 44, 46, 50
•Pronounce words correctly.	Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104 Book 3: 21, 25, 26, 32, 34, 35, 44, 46, 50
•Use appropriate volume.	Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104
•Pace speech so that it is understandable.	Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104
•Adjust content for different audiences (e.g., fellow classmates, parents).	Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104 Book 3: 21, 25, 26, 32, 34, 35, 44, 46, 50
•Speak with a purpose in mind.	Resources for Differentiated Instruction: Book 2: 94, 99, 104
D. Contribute to discussions.	
•Ask relevant questions.	Resources for Differentiated Instruction Book 3: 26, 32, 39, 57, 68
•Respond with relevant information or opinions to questions asked.	Resources for Differentiated Instruction Book 2: 94, 99
•Listen to and acknowledge the contributions of others.	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233 Resources for Differentiated Instruction: Book 2: 24, 74, 94, 99, 104 Book 3: 21, 25, 26, 32, 34, 35, 44, 46, 50
•Adjust involvement to encourage equitable participation.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
•Give reasons for opinions.	Resources for Differentiated Instruction: Book 2: 94, 99, 104
•Summarize, when prompted.	Resources for Differentiated Instruction Book 1: 172

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E. Participate in small and large group discussions and presentations.	
•Participate in everyday conversation.	rBook TE and rBook SE: 10, 12, 14, 16, 28, 32, 34, 36, 38, 40 Resources for Differentiated Instruction Book 3: 21, 25, 26, 32, 34, 35, 44, 46, 50
•Present an oral reading.	Resources for Differentiated Instruction Book 1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183 Book 2: 74, 99, 104
•Deliver research reports.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
•Conduct interviews.	Resources for Differentiated Instruction Book 3: 32
•Plan and participate in group presentations.	Resources for Differentiated Instruction Book 2: 94, 99, 104
•Contribute to informal debates.	Resources for Differentiated Instruction Book 2: 94, 99
F. Use media for learning purposes.	
•Compare information received on television with that received on radio or in newspapers.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
•Access information on Internet.	Resources for Differentiated Instruction Book 1: 328 Book 2: 141
•Discuss the reliability of information received on Internet sources.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 328 Book 2: 141
•Explain how film can represent either accurate versions or fictional versions of the same event.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
•Explain the role of advertisers in the media.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
•Use a variety of images and sounds to create an effective presentation on a topic.	Resources for Differentiated Instruction Book 2: 19, 34, 44, 49, 59, 64, 69, 84, 89, 94

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1.7.Characteristics and Functions of the English Language	
A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.	Resources for Differentiated Instruction Book 1: 244, 245, 266, 267, 268, 269, 270, 271
B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).	rBook TE and rBook SE: 62, 69, 142
C. Identify word meanings that have changed over time (e.g., cool, mouse).	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
1.8.Research	
A. Select and refine a topic for research.	Resources for Differentiated Instruction Book 2: 139, 140
B. Locate information using appropriate sources and strategies.	
•Evaluate the usefulness and qualities of the sources.	Resources for Differentiated Instruction Book 2: 142–143
•Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).	Resources for Differentiated Instruction Book 2: 141, 142
•Use tables of contents, indices, key words, cross–references and appendices.	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
•Use traditional and electronic search tools.	Resources for Differentiated Instruction Book 2: 141
C. Organize and present the main ideas from research.	
•Take notes from sources using a structured format.	Resources for Differentiated Instruction Book 2: 141, 142, 143, 144
•Present the topic using relevant information.	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 147
•Credit sources using a structured format (e.g., author, title).	Resources for Differentiated Instruction Book 2: 141, 143, 149, 150