

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93, 154-155, 162-163</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>

**Scholastic’s Read 180, Stage A
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Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	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. See, for example: <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93, 94-97 <u>Topic Software Teaching Resources:</u> 44, 46, 64, 84, 100, 180, 196, 207, 210, 222, 225, 230, 234, 248 <u>Audiobook Teaching Resources:</u> 29, 31, 37, 43-45, 49, 52, 55-56, 61, 65 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 58, 70, 78, 88, 92, 94, 102, 105, 187,191,195, 200, 213-216, 221, 235-236, 242, 249
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Support this Objective: <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. <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
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Support this Objective: <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. <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.6 – Develop vocabulary and the ability to	Selected Examples Include:

**Scholastic's Read 180, Stage A
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Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
use words, phrases, idioms, and various grammatical structures as a means of improving communication.	rBook Teaching Guide: 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. <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.7 – Participate effectively in a discussion.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to meet this standard with Small Group and Whole Group discussion of the text. Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	Each of the reading components teach decoding and syllabication methods. See, for example: <u>rBook Teaching Guide:</u> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A <u>RDI Book 1-Reading Skills and Strategies:</u> 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 147, 218-221 <u>Topic Software Teaching Resources:</u> 1.1 Level 2; 1.3 Level 1; 1.4 Level 3; 2.2 Level 3; 2.3 Levels 2-3; 2.4 Level 3; 3.3 Levels 1 & 3; 3.4 Level 3; 4.1 Level 1; 4.2 Level 2; 4.3 Level 2; 4.4 Levels 1 & 3; 5.1 Levels 2-3; 5.3 Level 2; 5.4 Level 3; 6.1 Level 2; 7.3 Levels 2-3; 7.4 Levels 1-2; 8.2 Level 3; 9.1 Level 2; 9.2 Levels 1 & 3; 9.3 Level 1; 9.4 Level 2
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	<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,

Scholastic's Read 180, Stage A
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Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	69) rSkills Test: Tests 2
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	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 that 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.
2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	rBook Teaching Guide: 16, 19, 67, 93, 96, 116, 151, 211A RDI Book 1-Reading Skills and Strategies: 160-161, 238, 254, 318 Audiobooks Teaching Resources: 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); Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69); La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) Test Taking Strategies Book: Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies. rSkills Test: Tests 2 Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate. Topic Software Teaching Resources: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	of the passage. Students make additional recordings in the Success Zone. The <i>READ180</i> Software allows the student to select the speed at which each passage is read.
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	<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><u>Test Taking Strategies:</u> 16-17</p>
2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	<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); For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); Finding the Titanic (Resources – 65, 66, 103-108, 109); 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>rBook Teaching Guide:</u> 8C, 10-19, 32C, 34-43, 60,68, 146, 158C, 160-169, 191, 239-240</p> <p>Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 288-291, 296-297, 393-395, 399-400</p> <p><u>rSkills Test Book:</u> Tests 1, 2, 4-5</p> <p><u>Test Taking Strategies:</u> 34-37</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<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; 2.3: 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</p>
<p>2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).</p>	<p><u>rBook Teaching Guide:</u> 32C-32D, 34-43, 56D, 56F, 58, 60, 64-68, 70-71, 108C, 110-119, 132D, 132F, 136-141, 143, 145-147, 149, 167, 224, 227, 239-240, 247-248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 290-291, 300-301, 306-311, 332, 336, 395, 402-403, 406-409</p> <p><u>rSkills Test Book:</u> Tests 1-3 & 5</p> <p><u>Test Taking Strategies:</u> 36-37</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; 2.3: 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; 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;</p>

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
	<p>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</p> <p><u>Topic Software Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The 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>Audiobooks Teaching Resources:</u> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69); Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 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> 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); Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); 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); Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109); Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109)</p>
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative	<p><u>Audiobooks Teaching Resources:</u> La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>rBook Teaching Guide:</u> 13, 36, 56D, 68, 121, 137,</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	141, 151, 170, 192, 214, 223, 244, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 250-251, 272, 274, 332-334 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53 <u>RDI Book 3-Strategies for English Language Learners:</u> 59-60, 67 <u>rSkills Test:</u> Test 3
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	<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) <u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) <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>RDI Book 3-Strategies for English Language Learners:</u> 28 <u>rSkills Test Book:</u> Tests 3 & 4 <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

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	Selected Examples Include: <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>rSkills Test Book:</u> Tests 3 & 4 <u>Test-Taking Strategies:</u> 66-67 <u>Topic Software Teaching Resources:</u> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238 <u>Audiobooks Teaching Resources:</u> 61, 66-68 <u>Paperbacks Teaching Resources:</u> 58, 68, 100, 106-108
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<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>Audiobook 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
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	<u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322
2.4i – Students will be able to demonstrate an overall understanding of informative and	<u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190,

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
technical printed texts by (i) making inferences.	212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <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 <u>Audiobook 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) <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) <u>rSkills Test Book:</u> Test 5
2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically	<u>rBook Teaching Guide:</u> Shared Reading and

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.0 <u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 404 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 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; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobook 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) <u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
and interpret the effect of literary devices.	
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	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>Audiobooks Teaching Resources:</u> 41,44

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	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.
3.1b – Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
text, drawings, graphs, diagrams, photographs, videos and graphics.	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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 <u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 180, 192, 195-198, 205-206, 219, 221-222, 229, 231-233, 239, 243, 248
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, validity, and authority.	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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	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.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: <u>rBook Teaching Guide:</u> 17, 40, 42, 94, 110 <u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 404 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 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,

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
	195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobook 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) <u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character’s actions; identify with characters.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters,	The Following Support this Objective: <u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63,

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
setting, and author’s decisions.	65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <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 <u>Audiobook 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) <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) <u>rSkills Test Book:</u> Test 5
4.2b – Understand the differences between genres.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2c – Interpret the impact of the author’s decisions such as word choice, style, content, and literary elements; understand the author’s intent in choosing a particular genre.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 3**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
4.2f – Identify the effect of point of view.	<u>rBook Teaching Guide:</u> 61, 218, 220, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 320
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<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>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
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93, 154-155, 162-163</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	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. See, for example: <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93, 94-97 <u>Topic Software Teaching Resources:</u> 44, 46, 64, 84, 100, 180, 196, 207, 210, 222, 225, 230, 234, 248 <u>Audiobook Teaching Resources:</u> 29, 31, 37, 43-45, 49, 52, 55-56, 61, 65 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 58, 70, 78, 88, 92, 94, 102, 105, 187,191,195, 200, 213-216, 221, 235-236, 242, 249
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Support this Objective: <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 <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.
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Support this Objective: <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. <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107 <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56,

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	65
1.6 – Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.	<p>Selected Examples Include: <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. <u>RDI Book 2-Writing and Grammar Strategies:</u> 94-97, 104-107, 109-113 <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>Audiobook Teaching Resources:</u> The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p>
1.7 – Participate effectively in a discussion.	<p><u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to meet this standard with Small Group and Whole Group discussion of the text. Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.</p>
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	<p>Each of the reading components teach decoding and syllabication methods. See, for example: <u>rBook Teaching Guide:</u> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A <u>RDI Book 1-Reading Skills and Strategies:</u> 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 147, 218-221 <u>Topic Software Teaching Resources:</u> 1.1 Level 2; 1.3 Level 1; 1.4 Level 3; 2.2 Level 3; 2.3 Levels 2-3;</p>

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	2.4 Level 3; 3.3 Levels 1 & 3; 3.4 Level 3; 4.1 Level 1; 4.2 Level 2; 4.3 Level 2; 4.4 Levels 1 & 3; 5.1 Levels 2-3; 5.3 Level 2; 5.4 Level 3; 6.1 Level 2; 7.3 Levels 2-3; 7.4 Levels 1-2; 8.2 Level 3; 9.1 Level 2; 9.2 Levels 1 & 3; 9.3 Level 1; 9.4 Level 2
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	rBook Teaching Guide: 16, 19, 93, 96, 116 RDI Book 1-Reading Skills and Strategies: 238, 254 Audiobook Teaching Resources: Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) rSkills Test: Tests 2
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	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 that 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.
2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	rBook Teaching Guide: 16, 19, 67, 93, 96, 116, 151, 211A RDI Book 1-Reading Skills and Strategies: 160-161, 238, 254, 318 Audiobooks Teaching Resources: 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); Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69); La Mariposa – 5 (Resources – 51,

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<p>52-53, 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>rSkills Test:</u> Tests 2 <u>Paperbacks:</u> The students read the Paperbacks independently, allowing them to adjust their reading rate. <u>Topic Software Teaching Resources:</u> After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone. The <i>READ180</i> Software allows the student to select the speed at which each passage is read.</p>
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	<p><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) <u>Test Taking Strategies:</u> 16-17</p>
2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	<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); For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); Finding the Titanic (Resources – 65, 66, 103-108, 109); 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) <u>rBook Teaching Guide:</u> 8C, 10-19, 32C, 34-43,</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<p>60,68, 146, 158C, 160-169, 191, 239-240 Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 288-291, 296-297, 393-395, 399-400 <u>rSkills Test Book:</u> Tests 1, 2, 4-5 <u>Test Taking Strategies:</u> 34-37 <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</p>
<p>2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).</p>	<p><u>rBook Teaching Guide:</u> 32C-32D, 34-43, 56D, 56F, 58, 60, 64-68, 70-71, 108C, 110-119, 132D, 132F, 136-141, 143, 145-147, 149, 167, 224, 227, 239-240, 247-248 <u>RDI Book 1-Reading Skills and Strategies:</u> 290-291, 300-301, 306-311, 332, 336, 395, 402-403, 406-409 <u>rSkills Test Book:</u> Tests 1-3 & 5 <u>Test Taking Strategies:</u> 36-37 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79,</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<p>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; 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</p> <p><u>Topic Software Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The 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>Audiobooks Teaching Resources:</u> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69); Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 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> 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); Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); No Boys Allowed! (Resources – 47, 48, 103-108, 109); Cockroach Cooties (Resources – 63, 64,</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	103-108, 109); With Friends Like These, Who Needs Enemies? (Resources – 101, 102, 103-108, 109); Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109); Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109)
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	<p><u>Audiobooks Teaching Resources:</u> La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>rBook Teaching Guide:</u> 13, 36, 56D, 68, 121, 137, 141, 151, 170, 192, 214, 223, 244, 248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 250-251, 272, 274, 332-334</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 53</p> <p><u>RDI Book 3-Strategies for English Language Learners:</u> 59-60, 67</p> <p><u>rSkills Test:</u> Test 3</p>
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	<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>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>RDI Book 3-Strategies for English Language Learners:</u> 28</p> <p><u>rSkills Test Book:</u> Tests 3 & 4</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-</p>

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	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
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	Selected Examples Include: rBook Teaching Guide: 18, 84C, 86-95, 106, 117, 187, 245 rdi Book 1-Reading Skills and Strategies: 294, 295, 398 rSkills Test Book: Tests 3 & 4 Test-Taking Strategies: 66-67 Topic Software Teaching Resources: 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238 Audiobooks Teaching Resources: 61, 66-68 Paperbacks Teaching Resources: 58, 68, 100, 106-108
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	rBook Teaching Guide: 188C, 190-199, 223, 246 rdi Book 1-Reading Skills and Strategies: 298, 299, 401 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; 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 Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61,

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<p>109 (Resources – 36, 37-38, 67-68, 69) Paperbacks Teaching Resources: Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109) Test Taking Strategies: 34-35 rSkills Test Book: Tests 4 & 5</p>
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	<p>rBook Teaching Guide: 52, 81, 104, 223 rdi Book 1-Reading Skills and Strategies: 322</p>
2.4i – Students will be able to demonstrate an overall understanding of informative and technical printed texts by (i) making inferences.	<p>rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 rdi Book 1-Reading Skills and Strategies: 302, 303, 405 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; 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 Audiobook Teaching Resources: 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) Paperbacks Teaching Resources: The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109) rSkills Test Book: Test 5</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. 0 TDI Book 1-Reading Skills and Strategies: 304, 305, 404 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 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; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Journal of Joshua Loper – 33, 81,

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	(Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69) Paperbacks Teaching Resources: The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
and media presentations (d) recognizing literary merit.	
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	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. rBook Teaching Guide: 74-77, 250 Topic Software Teaching Resources: 197-198, 219, 221, 231-233 Audiobooks Teaching Resources: 41,44 Paperbacks Teaching Resources: 44, 48, 52, 60, 62, 66, 70, 78
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	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.
3.1b – Independently extract information to	The Following Provides Opportunities to Meet this

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
achieve a specific purpose; extract information relevant to a specific purpose.	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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.	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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 <u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 180, 192, 195-198, 205-206, 219, 221-222, 229, 231-233, 239, 243, 248
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, validity, and authority. Grades 5-12 are: Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	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

Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
	compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: rBook Teaching Guide: 17, 40, 42, 94, 110 RDI Book 1-Reading Skills and Strategies: 304, 305, 404 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 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; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 Audiobook Teaching Resources: 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) Paperbacks Teaching Resources: The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character’s actions; identify with characters.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters, setting, and author’s decisions.	<p>The Following Support this Objective:</p> <p>rBook Teaching Guide: 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p>RDI Book 1-Reading Skills and Strategies: 302, 303, 405</p> <p>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; 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>Audiobook Teaching Resources: 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>Paperbacks Teaching Resources: 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>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 4**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<u>rSkills Test Book:</u> Test 5
4.2b – Understand the differences between genres.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2c – Interpret the impact of the author's decisions such as word choice, style, content, and literary elements; understand the author's intent in choosing a particular genre.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2f – Identify the effect of point of view.	<u>rBook Teaching Guide:</u> 61, 218, 220, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 320
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<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>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
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
Standard 1	
Writing: Use written and oral English appropriate for various purposes and audiences. Writing is a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.	
1.1 – Writers will produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.	<p>Selected Examples Include:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93, 154-155, 162-163</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>
1.2 – Writers will produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.	<p>The Following Selected Matches Support this Objective:</p> <p><u>Audiobooks Teaching Resources:</u> 28, 31, 34-35, 37, 40-41, 43, 50, 52-53, 55-56, 61-63</p> <p><u>Paperbacks Teaching Resources:</u> 44, 46, 52, 58, 60, 76, 80, 82, 96, 103, 187, 191, 195, 200, 213-216, 221, 235-236, 242, 249</p> <p><u>rBook Teaching Guide:</u> 22-25, 46-49, 98-101, 178-181, 196-199, 202-205, 230-233, 249-250</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-47, 49-52, 54-57, 59-62, 64-72, 74-77, 79-82, 84-87, 89-93</p> <p><u>Test-Taking Strategies:</u> 106-108</p> <p><u>Topic Software Teaching Resources:</u> 44, 46, 50, 56, 64, 66, 80, 84, 100, 179-182, 185-186, 192, 194, 197, 201-202, 205, 209-212, 215, 217-221, 223-225, 227-229, 232-235, 239, 241-246</p>

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
1.3 – Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.	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. See, for example: <u>rBook Teaching Guide:</u> 22-25, 98-101, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 69-72, 74-77, 79-82, 84-87, 89-93, 94-97 <u>Topic Software Teaching Resources:</u> 44, 46, 64, 84, 100, 180, 196, 207, 210, 222, 225, 230, 234, 248 <u>Audiobook Teaching Resources:</u> 29, 31, 37, 43-45, 49, 52, 55-56, 61, 65 <u>Paperbacks Teaching Resources:</u> 44, 46, 48, 50, 54, 58, 70, 78, 88, 92, 94, 102, 105, 187,191,195, 200, 213-216, 221, 235-236, 242, 249
Oral Communication: Use written and oral English appropriate for various purposes and audiences. Speakers draw upon the language of their home, community, and culture—as well as the public language of the larger culture—to communicate effectively with a variety of audiences.	
1.4 – Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	The Following Selected Matches Support this Objective: <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 <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.
1.5 – Listen to and comprehend oral communications.	The Following Selected Matches Support this Objective: <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. <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.6 – Develop vocabulary and the ability to	Selected Examples Include:

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
use words, phrases, idioms, and various grammatical structures as a means of improving communication.	rBook Teaching Guide: 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. <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-107, 109-113 <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65
1.7 – Participate effectively in a discussion.	rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to meet this standard with Small Group and Whole Group discussion of the text. Discussion Questions also provide guidance in the discussion of the Software passages, Audiobooks, and Paperbacks.
Standard 2	
Expectations: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.	
2.1 – Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.	Each of the reading components teach decoding and syllabication methods. See, for example: <u>rBook Teaching Guide:</u> 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A <u>RDI Book 1-Reading Skills and Strategies:</u> 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 147, 218-221 <u>Topic Software Teaching Resources:</u> 1.1 Level 2; 1.3 Level 1; 1.4 Level 3; 2.2 Level 3; 2.3 Levels 2-3; 2.4 Level 3; 3.3 Levels 1 & 3; 3.4 Level 3; 4.1 Level 1; 4.2 Level 2; 4.3 Level 2; 4.4 Levels 1 & 3; 5.1 Levels 2-3; 5.3 Level 2; 5.4 Level 3; 6.1 Level 2; 7.3 Levels 2-3; 7.4 Levels 1-2; 8.2 Level 3; 9.1 Level 2; 9.2 Levels 1 & 3; 9.3 Level 1; 9.4 Level 2
2.2a – Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.	<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,

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	69) rSkills Test: Tests 2
2.2b – Using appropriate texts, students will be able to demonstrate an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by (b) using reference works, technology, and human resources to learn the meaning of unknown words (e.g., glossaries, dictionaries, thesaurus, computer software).	rBook Teaching Guide: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5
2.3a – Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.	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 that 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.
2.3c – Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	rBook Teaching Guide: 16, 19, 67, 93, 96, 116, 151, 211A RDI Book 1-Reading Skills and Strategies: 160-161, 238, 254, 318 Audiobooks Teaching Resources: 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); Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69); La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) Test Taking Strategies Book: Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies. rSkills Test: Tests 2 Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate. Topic Software Teaching Resources: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	of the passage. Students make additional recordings in the Success Zone. The <i>READ180</i> Software allows the student to select the speed at which each passage is read.
2.4a – Students will be able to demonstrate an overall understanding of printed texts by (a) making predictions as needed.	<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><u>Test Taking Strategies:</u> 16-17</p>
2.4bI/T – Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.	<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); For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); Finding the Titanic (Resources – 65, 66, 103-108, 109); 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>rBook Teaching Guide:</u> 8C, 10-19, 32C, 34-43, 60,68, 146, 158C, 160-169, 191, 239-240</p> <p>Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 288-291, 296-297, 393-395, 399-400</p> <p><u>rSkills Test Book:</u> Tests 1, 2, 4-5</p> <p><u>Test Taking Strategies:</u> 34-37</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<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; 2.3: 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</p>
<p>2.4bL – Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot), features (e.g., foreshadowing, flashback, flash-foreword), and story structures (conflict, resolution, cause/effect).</p>	<p><u>rBook Teaching Guide:</u> 32C-32D, 34-43, 56D, 56F, 58, 60, 64-68, 70-71, 108C, 110-119, 132D, 132F, 136-141, 143, 145-147, 149, 167, 224, 227, 239-240, 247-248</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 290-291, 300-301, 306-311, 332, 336, 395, 402-403, 406-409</p> <p><u>rSkills Test Book:</u> Tests 1-3 & 5</p> <p><u>Test Taking Strategies:</u> 36-37</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; 2.3: 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; 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;</p>

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
	<p>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</p> <p><u>Topic Software Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The 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>Audiobooks Teaching Resources:</u> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69); Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 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> 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); Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109); 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); Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109); Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109)</p>
2.4c – Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative	<p><u>Audiobooks Teaching Resources:</u> La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>rBook Teaching Guide:</u> 13, 36, 56D, 68, 121, 137,</p>

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings.	141, 151, 170, 192, 214, 223, 244, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 250-251, 272, 274, 332-334 <u>RDI Book 2-Writing and Grammar Strategies:</u> 53 <u>RDI Book 3-Strategies for English Language Learners:</u> 59-60, 67 <u>rSkills Test:</u> Test 3
2.4d – Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.	<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) <u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) <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>RDI Book 3-Strategies for English Language Learners:</u> 28 <u>rSkills Test Book:</u> Tests 3 & 4 <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

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
2.4e – Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.	Selected Examples Include: <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>rSkills Test Book:</u> Tests 3 & 4 <u>Test-Taking Strategies:</u> 66-67 <u>Topic Software Teaching Resources:</u> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238 <u>Audiobooks Teaching Resources:</u> 61, 66-68 <u>Paperbacks Teaching Resources:</u> 58, 68, 100, 106-108
2.4f – Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author's purpose.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4g – Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.	<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>Audiobook 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
2.4h – Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.	<u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322
2.4i – Students will be able to demonstrate an overall understanding of informative and	<u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190,

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
technical printed texts by (i) making inferences.	212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <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 <u>Audiobook 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) <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) <u>rSkills Test Book:</u> Test 5
2.4j – Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.4k – Students will be able to demonstrate an overall understanding of printed texts by (k) relating the content of the text to real-life situations.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5a – Students will be able to critically	<u>rBook Teaching Guide:</u> Shared Reading and

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
analyze and evaluate information and messages presented through print by (a) connecting and synthesizing information from many sources.	Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5b – Students will be able to critically analyze and evaluate information and messages presented through print by (b) formulating and expressing opinions.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5d – Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.0 <u>RDI Book 1-Reading Skills and Strategies:</u> 304, 305, 404 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 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; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobook 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) <u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
2.5e – Students will be able to critically analyze and evaluate information and messages presented through print and by (e) recognizing the impact of non-literal expressions in informative and technical texts	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
and interpret the effect of literary devices.	
2.5f – Students will be able to critically analyze and evaluate information and messages presented through print by (i) evaluating texts and media presentations for bias and misinformation, by (k) evaluating texts for their completeness, accuracy, and clarity of communication (e.g., overcome problems of ambiguity), and by (a) evaluating how the content, techniques, and form of texts and media affect them.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5g – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5i/2.5j – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.5l – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
2.6a – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech and mass media and extend meaning by (a) offering a personal response to texts.	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>Audiobooks Teaching Resources:</u> 41,44

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	<u>Paperbacks Teaching Resources:</u> 44, 48, 52, 60, 62, 66, 70, 78
2.7b – Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
Standard 3	
Students will access, organize, and evaluate information gained by listening, reading, and viewing.	
3.1a1 – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of 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.
3.1a2 – Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.	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.
3.1b – Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.	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.
3.2a – Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create	The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
text, drawings, graphs, diagrams, photographs, videos and graphics.	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.
3.2b – Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.	The Following Selected Examples Provide Opportunities to Meet this Objective: rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 Test-Taking Strategies: 56-59 Topic Software Teaching Resources: 44, 46, 50, 56, 64, 66, 80, 84, 100, 180, 192, 195-198, 205-206, 219, 221-222, 229, 231-233, 239, 243, 248
3.3a2 – Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity	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.
3.3b1 – Independently interpret information as appropriate to a specific purpose.	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.
3.3b2 – Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.	The Following Support this Objective: rBook Teaching Guide: 17, 40, 42, 94, 110 RDI Book 1-Reading Skills and Strategies: 304, 305, 404 Topic Software Teaching Resources: 1.1: 71-73, 179-180, 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,

Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
	195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 4.1: 107-109, 203-204, 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; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 8.1: 155-157, 235-236, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobook 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) <u>Paperbacks Teaching Resources:</u> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109); Selena! (Resources 53, 54, 103-108, 109)
Standard 4	
Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	
4.1a – Connect their own experience to those of literary characters by explaining the reasons for a character's actions; identify with characters.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1b – Connect their own experience to those of literary characters by responding to the sensory, intellectual, and emotional elements.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1c – Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.1e – Connect own experiences to those of literary characters by seeking other literary texts and media as the result of literary experience.	
4.2a – Respond to literary text by making inferences about content, events, characters,	The Following Support this Objective: <u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63,

**Scholastic’s Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic’s Read 180, Stage A Matches
setting, and author’s decisions.	65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <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 <u>Audiobook 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) <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) <u>rSkills Test Book:</u> Test 5
4.2b – Understand the differences between genres.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.
4.2c – Interpret the impact of the author’s decisions such as word choice, style, content, and literary elements; understand the author’s intent in choosing a particular genre.	<u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.

**Scholastic's Read 180, Stage A
correlated to the
Delaware English Language Arts Grade-Level Expectations
Grade 5**

Delaware English Language Arts Grade-Level Expectations	Scholastic's Read 180, Stage A Matches
4.2f – Identify the effect of point of view.	<u>rBook Teaching Guide:</u> 61, 218, 220, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 320
4.3a – Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.	<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>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
4.4a – Use literature as a resource for shaping decisions.	
4.4b – Understand social and political issues.	