

**Scholastic Read 180 ©2005, Stage A**  
**correlated to**  
**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<b>LITERACY COMPETENCIES</b>	
<b>The reading competencies common to all four ELA standards that students demonstrate during grade 4 are</b>	
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words</li> </ul>	rBook TE and rBook SE: 10, 19, 20, 21
<ul style="list-style-type: none"> <li>Identify unfamiliar words using syntactic (grammar) cues</li> </ul>	rBook TE and rBook SE: 16, 93, 96, 116  Resources for Differentiated Instruction Book 1: 264
<ul style="list-style-type: none"> <li>Identify unfamiliar words using semantic (meaning) cues</li> </ul>	rBook TE and rBook SE: 16, 19, 93, 96, 116  Resources for Differentiated Instruction Book 1: 264
<ul style="list-style-type: none"> <li>Integrate sources of information when word reading to decode and cross-check</li> </ul>	rBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>Sight-read automatically high-frequency words and irregularly spelled content words</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 167, 170, 171, 174, 175, 178, 179, 182, 183
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>Learn grade-level vocabulary through a variety of means</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 12, 33, 40, 57, 68, 88, 94, 109, 112, 116, 140, 148, 166, 170, 174, 213, 220, 224
<ul style="list-style-type: none"> <li>Use word structure such as roots, prefixes, and suffixes to determine meaning</li> </ul>	rBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269

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<ul style="list-style-type: none"> <li>Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
<ul style="list-style-type: none"> <li>Acquire new vocabulary by reading books and other print sources</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 12, 33, 40, 57, 68, 88, 94, 109, 112, 116, 140, 148, 166, 170, 174, 213, 220, 224
<ul style="list-style-type: none"> <li>Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources</li> </ul>	rBook TE and rBook SE: 16, 93, 96, 116, 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 252, 264
<ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms</li> </ul>	Resources for Differentiated Instruction Book 1: 252
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>Read a variety of grade-level texts with understanding</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234  Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96  Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39
<ul style="list-style-type: none"> <li>Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text</li> </ul>	rBook TE and rBook SE: 9, 33, 40, 70, 110, 112, 114, 116, 132, 140, 144, 240-241
<ul style="list-style-type: none"> <li>Work cooperatively with others to determine meaning</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use text structure to recognize differences among a variety of texts</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Ask questions to clarify understanding of grade-level texts</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 12, 18, 34, 36, 40, 62, 68, 70, 86, 93, 166, 168, 173, 221

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<ul style="list-style-type: none"> <li>Read grade-level texts and answer literal, inferential, and evaluative questions</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 12, 18, 34, 36, 40, 62, 68, 70, 86, 93, 166, 168, 173, 221</p>
<ul style="list-style-type: none"> <li>State a main idea and support it with details from the text</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction Book 1: 292, 293, 396, 397</p> <p>Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li>State a point of view and support it with details from the text</li> </ul>	<p>rBook TE and rBook SE: 122-125, 249</p> <p>Resources for Differentiated Instruction Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114</p>
<ul style="list-style-type: none"> <li>Participate in discussions about grade-level texts</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Recognize the theme or message of a text</li> </ul>	<p>rBook TE and rBook SE: 149, 227, 247</p> <p>Resources for Differentiated Instruction Book 1: 312, 313</p>
<b>Motivation to Read</b>	
<ul style="list-style-type: none"> <li>Show interest in a wide range of grade-level texts, both literary and informational</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39</p>

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<ul style="list-style-type: none"> <li>Read voluntarily for differing purposes</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Be familiar with titles and authors of well-known grade-level texts</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391</p> <p>Teaching Resources Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Engage in independent silent reading</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391 Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources Paperbacks: 13, 24, 39</p>
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Acquire information by locating and using library media resources, with some assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 229, 240-244</p> <p>Resources for Differentiated Instruction Book 1: 244</p>
<ul style="list-style-type: none"> <li>Collect and interpret data, facts, and ideas from unfamiliar texts</li> </ul>	rBook TE and rBook SE: 16-19, 60-71, 88-90, 92-94, 112-114, 116-119, 136-149, 166, 168-170, 172-175, 190, 192-194, 196-198

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<ul style="list-style-type: none"> <li>• Understand written directions and procedures</li> </ul>	rBook TE and rBook SE: 39, 111, 183, 231  Resources for Differentiated Instruction Book 1: 126, 207, 249 Book 2: 95, 161, 191  Teaching Resources Paperbacks: 65, 100
<ul style="list-style-type: none"> <li>• Locate information in a text that is needed to solve a problem</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Identify a main idea and supporting details in informational texts</li> </ul>	rBook TE and rBook SE: 8C, 10-19, 41, 245  Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
<ul style="list-style-type: none"> <li>• Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224 Resources for Differentiated Instruction
<ul style="list-style-type: none"> <li>• Compare and contrast information on one topic from two different sources</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227
<ul style="list-style-type: none"> <li>• Identify a conclusion that summarizes the main idea</li> </ul>	rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 1: 294-295 Book 2: 83
<ul style="list-style-type: none"> <li>• Select books independently to meet informational needs</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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<ul style="list-style-type: none"> <li>Make inferences and draw conclusions on the basis of information from the text, with assistance</li> </ul>	rBook TE and rBook SE: 17, 38, 42, 60, 62, 65, 71, 94, 110, 140, 144, 147, 175, 193  Resources for Differentiated Instruction Book 1: 302, 303, 305  Teaching Resources Audiobooks: 51 Paperbacks: 49, 99
<ul style="list-style-type: none"> <li>Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Use graphic organizers to record significant details from informational texts</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion, with assistance</li> </ul>	rBook TE and rBook SE: 81, 104, 223  Resources for Differentiated Instruction Book 1: 415, 322  Teaching Resources Audiobooks: 60
<ul style="list-style-type: none"> <li>Identify missing information and irrelevant information, with assistance</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Select literature on the basis of personal needs and interests from a variety of genres and by different authors</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Engage in purposeful oral reading in small and large groups</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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<ul style="list-style-type: none"> <li>Read print-based and electronic literary texts silently, on a daily basis, for enjoyment</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391</p> <p>Teaching Resources Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Relate the setting, plot, and characters in literature to own lives</li> </ul>	<p>rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226</p>
<ul style="list-style-type: none"> <li>Explain the difference between fact and fiction</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 60-71, 136-149</p> <p>Resources for Differentiated Instruction Book 1: 369, 375, 385, 405</p>
<ul style="list-style-type: none"> <li>Make predictions, draw conclusions, and make inferences about events and characters</li> </ul>	<p>rBook TE and rBook SE: 17, 38, 42, 60, 62, 65, 71, 94, 110, 140, 144, 147, 175, 193</p> <p>Resources for Differentiated Instruction Book 1: 302, 303, 305</p> <p>Teaching Resources Audiobooks: 51 Paperbacks: 49, 99</p>
<ul style="list-style-type: none"> <li>Identify cultural influences in texts and performances</li> </ul>	<p>Teaching Resources Paperbacks: 12, 16, 24, 34</p>
<ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading accomplishments</li> </ul>	<p>rBook TE and rBook SE: 256-257</p>
<ul style="list-style-type: none"> <li>Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events</li> </ul>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 65, 70, 136, 138, 143, 145, 147, 149, 224</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 430, 431</p>
<ul style="list-style-type: none"> <li>Use knowledge of story structure, story elements, and key vocabulary to interpret stories</li> </ul>	<p>The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 62, 63, 69, 142, 222</p>

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<ul style="list-style-type: none"> <li>• Read, view, and interpret literary texts from a variety of genres, with assistance</li> </ul>	<p>rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction            Book 1: 329            Book 2: 138</p> <p>Teaching Resources            Paperbacks: 11, 15, 21, 31, 40</p>
<ul style="list-style-type: none"> <li>• Define the characteristics of different genres, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction            Book 1: 329            Book 2: 138</p> <p>Teaching Resources            Audiobooks: 12, 14, 17, 20, 25            Paperbacks: 11, 15, 21, 31, 40</p>
<ul style="list-style-type: none"> <li>• Identify literary elements, such as setting, plot, and character, of different genres, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction            Book 1: 329</p> <p>Teaching Resources            Audiobooks: 11, 20, 21, 31, 37, 38, 43, 114            Paperbacks: 11, 21, 40</p>
<ul style="list-style-type: none"> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance</li> </ul>	<p>rBook TE and rBook SE: 137, 139, 141, 192, 204</p> <p>Resources for Differentiated Instruction            Book 1: 274-275            Book 3: 60</p>
<ul style="list-style-type: none"> <li>• Recognize how different authors treat similar themes, with assistance</li> </ul>	<p>This objective is addressed throughout. See, for example:            rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227</p>

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<ul style="list-style-type: none"> <li>• Identify literary elements, such as setting, plot, and character, of different genres, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction  Book 1: 329</p> <p>Teaching Resources  Audiobooks: 14, 20  Paperbacks: 11, 21, 40</p>
<ul style="list-style-type: none"> <li>• Use graphic organizers to record significant details about characters and events in stories</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>• Evaluate the content by identifying <ul style="list-style-type: none"> <li>- the author's purpose</li> <li>- whether events, actions, characters, and/or settings are realistic</li> <li>- important and unimportant details</li> <li>- statements of fact, opinion, and exaggeration, with assistance</li> <li>- recurring themes across works in print and media</li> </ul> </li> </ul>	
- the author's purpose	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 63, 222</p>
- whether events, actions, characters, and/or settings are realistic	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
- important and unimportant details	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction  Book 1: 292, 293, 396, 397</p> <p>Teaching Resources  Topic Software: 19, 25, 30, 42, 48, 51, 56, 63, 69  Paperbacks: 43, 51</p>
- statements of fact, opinion, and exaggeration, with assistance	<p>rBook TE and rBook SE: 81, 104, 164C, 166-175, 186, 197, 223, 246</p> <p>Resources for Differentiated Instruction  Book 1: 296, 297, 322, 399, 400, 415</p> <p>Teaching Resources  Audiobooks: 60</p>
- recurring themes across works in print and media	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227

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<ul style="list-style-type: none"> <li>Compare and contrast characters, plot, and setting in literary works</li> </ul>	rBook TE and rBook SE: 188C, 190-199, 223, 246  Resources for Differentiated Instruction Book 1: 298, 299  Teaching Resources Audiobooks: 27, 39, 57 Paperbacks: 47, 59, 63, 69, 75, 79, 89, 95, 101
<ul style="list-style-type: none"> <li>Analyze ideas and information on the basis of prior knowledge and personal experience</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
<ul style="list-style-type: none"> <li>Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance,               <ul style="list-style-type: none"> <li>a central idea and supporting details</li> </ul> </li> </ul>	rBook TE and rBook SE: 8C, 10-19, 41, 245  Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>missing or unclear information</li> </ul> </li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227  Teaching Resources Paperbacks: 12, 16, 24, 34
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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<ul style="list-style-type: none"> <li>Respect the age, gender, position, and cultural traditions of the writer</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Grade 4 Writing</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The writing competencies common to all four ELA standards that students demonstrate during grade 4 are</b>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Correctly spell words within own writing that have been previously studied and/or frequently used</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Correctly spell words within own writing that follow the spelling patterns of words previously studied</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<b>Handwriting</b>	
<ul style="list-style-type: none"> <li>Use legible print and/or cursive writing</li> </ul>	
<b>Composition</b>	
<ul style="list-style-type: none"> <li>Respond in writing to prompts that follow the reading of literary and informational texts</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Use a variety of media, such as print and electronic, when writing</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235

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**Performance Indicators**

**Grade 4**

<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>• Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction            Book 2: 26, 67, 86, 101, 136            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105</p>
<ul style="list-style-type: none"> <li>• Use grade-level vocabulary and varied sentence structure</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105</p>
<ul style="list-style-type: none"> <li>• Develop ideas by writing sentences that are in logical order and organized into paragraphs</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105</p>
<ul style="list-style-type: none"> <li>• Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 18, 154, 155, 158, 159, 162, 163, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179</p> <p>Teaching Resources            Paperbacks: 103, 105</p>

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**Performance Indicators**

**Grade 4**

<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>• Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Teaching Resources Paperbacks: 103, 104, 105</p>
<ul style="list-style-type: none"> <li>• Exhibit personal voice when writing</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Begin to use literary devices such as simile and figurative language</li> </ul>	<p>rBook TE and rBook SE: 137, 139, 141, 192, 204</p> <p>Resources for Differentiated Instruction Book 1: 274-275 Book 3: 60</p>
<ul style="list-style-type: none"> <li>• Use at least two sources of information when writing a report</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Review writing with teachers and peers and be able to respond to feedback</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<b>Motivation to Write</b>	
<ul style="list-style-type: none"> <li>• Write voluntarily to communicate ideas and emotions to a variety of audiences</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 122-125</p> <p>Resources for Differentiated Instruction Book 2: 19, 24, 39, 94, 99, 104, 109, 114, 134</p>
<ul style="list-style-type: none"> <li>• Write voluntarily for different purposes</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134</p> <p>Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet</li> </ul>	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235</p>

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**Performance Indicators**

**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Take notes to record data, facts, and ideas both by following teacher direction and by writing independently</li> </ul>	Resources for Differentiated Instruction Book 2: 143
<ul style="list-style-type: none"> <li>State a main idea and support it with details</li> </ul>	rBook TE and rBook SE: 8C, 10-19, 41, 245  Resources for Differentiated Instruction Book 1: 292, 293, 396, 397 Book 2: 74, 89  Teaching Resources Topic Software: 30, 42, 56, 63, 69 Paperbacks: 43, 51
<ul style="list-style-type: none"> <li>Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing</li> </ul>	rBook TE and rBook SE: 81, 104, 164C, 166-175, 186, 197, 223, 246  Resources for Differentiated Instruction Book 1: 296, 297, 322, 399, 400, 415 Book 2: 54, 69  Teaching Resources Audiobooks: 30, 33, 60 Paperbacks: 55, 71, 83, 91
<ul style="list-style-type: none"> <li>Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly</li> </ul>	rBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244-245
<ul style="list-style-type: none"> <li>Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 44, 49, 74, 79, 89, 99, 114, 147  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>Support interpretations and explanations with evidence from text</li> </ul>	Teaching Resources Paperbacks: 49, 53, 57, 99, 111

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**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Compare and contrast ideas and information from two sources</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 188C-188D, 198, 227</p> <p>Resources for Differentiated Instruction Book 2: 54, 56</p>
<ul style="list-style-type: none"> <li>• Write labels and captions for graphics to convey information, with assistance</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>• Write original literary texts that               <ul style="list-style-type: none"> <li>- use dialogue to create short plays</li> </ul> </li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>- use vivid and playful language</li> </ul>	<p>rBook TE and rBook SE: 137, 139, 141, 192, 204</p> <p>Resources for Differentiated Instruction Book 1: 274-275 Book 3: 60</p>
<ul style="list-style-type: none"> <li>• Write interpretive and responsive essays that               <ul style="list-style-type: none"> <li>- describe literary elements such as plot, setting, and characters</li> </ul> </li> </ul>	<p>rBook TE and rBook SE: 58, 64, 66, 67, 71, 138, 139, 140, 141, 145, 149, 224</p> <p>Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 312, 313 Test Taking Strategies: 100, 101</p>
<ul style="list-style-type: none"> <li>- describe themes of literary texts</li> </ul>	<p>rBook TE and rBook SE: 149, 227, 247</p> <p>Resources for Differentiated Instruction Book 1: 312, 313</p>

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**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic <i>Read 180</i> ©2005, Stage A
<ul style="list-style-type: none"> <li>- compare and contrast elements of texts</li> </ul>	<p>This objective is addressed throughout. See, for example:  rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227</p> <p>Resources for Differentiated Instruction  Book 2: 55</p> <p>Teaching Resources  Audiobooks: 36  Paperbacks: 77, 97</p>
<ul style="list-style-type: none"> <li>• Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story</li> </ul>	<p>Resources for Differentiated Instruction  Book 2: 79, 99</p> <p>Teaching Resources  Audiobooks: 63  Paperbacks: 111</p>
<ul style="list-style-type: none"> <li>• Produce imaginative stories and personal narratives that show insight, development, organization, and effective language</li> </ul>	<p>rBook TE and rBook SE: 49, 181, 233</p> <p>Resources for Differentiated Instruction  Book 2: 14, 19, 24, 29, 34, 39</p>
<ul style="list-style-type: none"> <li>• Use resources such as personal experiences and themes from the text and performances to stimulate own writing</li> </ul>	<p>rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 84, 90, 94, 110, 118, 144, 149, 168, 214, 222, 227, 247</p> <p>Resources for Differentiated Instruction  Book 1: 312, 313  Book 2: 19, 24, 34, 39, 44, 59, 64</p>
<ul style="list-style-type: none"> <li>• Use a computer to create, respond to, and interpret literary texts</li> </ul>	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235</p>
<ul style="list-style-type: none"> <li>• Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Summarize the plot, with assistance</li> </ul>	<p>rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245</p> <p>Resources for Differentiated Instruction  Book 1: 294-295  Book 2: 79</p>

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**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Describe the characters and explain how they change, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224</p> <p>Resources for Differentiated Instruction  Book 1: 306, 307, 430, 431</p>
<ul style="list-style-type: none"> <li>Describe the setting and recognize its importance to the story, with assistance</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Draw a conclusion about the work, with assistance</li> </ul>	<p>Resources for Differentiated Instruction  Book 1: 304, 305, 405</p>
<p><b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b></p>	
<ul style="list-style-type: none"> <li>Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing</li> </ul>	<p>This objective is addressed throughout. See, for example:  rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction  Book 2: 26, 67, 86, 101, 136  Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources  Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>State a main idea, theme, or opinion and provide supporting details</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction  Book 1: 292, 293, 396, 397  Book 2: 14, 19, 24, 29, 34, 39, 94, 99, 104, 109</p>
<ul style="list-style-type: none"> <li>Use relevant examples, reasons, and explanations to support ideas</li> </ul>	<p>rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226</p>
<ul style="list-style-type: none"> <li>Express opinions and make judgments that demonstrate a personal point of view</li> </ul>	<p>rBook TE and rBook SE: 122-125, 249</p> <p>Resources for Differentiated Instruction  Book 2: 94, 99, 104-107, 109-113  Test Taking Strategies: 60-61, 106-108, 113-114</p> <p>Teaching Resources  Paperbacks: 103, 111</p>
<ul style="list-style-type: none"> <li>Use personal experiences and knowledge to analyze and evaluate new ideas</li> </ul>	<p>rBook TE and rBook SE: 40, 61, 67, 113, 118, 226</p>

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**Grade 4**

<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>Analyze and evaluate the author’s use of setting, plot, character, rhyme, rhythm, and language in written and visual text</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226
<ul style="list-style-type: none"> <li>Use effective vocabulary in persuasive and expository writing</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 22-25, 98-101, 122-125
<ul style="list-style-type: none"> <li>Use details from stories or informational texts to predict, explain, or show relationships between information and events</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227  Teaching Resources Audiobooks: 30, 33, 36, 48, 51 Paperbacks: 55, 57, 71, 77, 81, 83, 91, 99
<ul style="list-style-type: none"> <li>Use ideas from two or more sources of information to generalize about causes, effects, or other relationships</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 227
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share the process of writing with peers and adults; for example, write with a partner</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Respect the age, gender, position, and cultural traditions of the recipient</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Develop a personal voice that enables the reader to get to know the writer</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Grade 4 Listening</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The listening competencies common to all four ELA standards that students demonstrate during grade 4 are</b>	
<b>Listening</b>	
<ul style="list-style-type: none"> <li>Listen attentively and respond appropriately to books read aloud</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Listen attentively for different purposes and for an extended period of time</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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**Performance Indicators**

**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Respond appropriately to what is heard</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Listen respectfully, and without interrupting, when others speak</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 4 students demonstrate as they learn to listen include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Acquire information and/or understand procedures</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Identify a main idea, essential details, and supporting details</li> </ul>	rBook TE and rBook SE: 8C, 10-19, 41, 245  Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 30, 42, 43, 45, 50, 51, 56, 57, 63, 66, 67, 69
<ul style="list-style-type: none"> <li>Determine a sequence of steps given</li> </ul>	Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
<ul style="list-style-type: none"> <li>Identify a conclusion that summarizes the main idea</li> </ul>	rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 1: 294-295
<ul style="list-style-type: none"> <li>Interpret information by drawing upon prior knowledge and experience</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion, with assistance</li> </ul>	rBook TE and rBook SE: 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 415  Teaching Resources Audiobooks: 60

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**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Identify information that is implicit, rather than stated, with assistance</li> </ul>	Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 51, 56, 69 Audiobooks: 51
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Identify elements of character, plot, and setting to understand the author’s message or intent</li> </ul>	rBook TE and rBook SE: 58, 64, 66, 67, 71, 138, 139, 140, 141, 145, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 312, 313  Teaching Resources Audiobooks: 27, 39, 57
<ul style="list-style-type: none"> <li>Compare and contrast ideas of others to own ideas</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Identify a character’s motivation, with assistance</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 430, 431
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize the perspective of others               <ul style="list-style-type: none"> <li>distinguish between fact, opinion, and exaggeration</li> </ul> </li> </ul>	rBook TE and rBook SE: 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 415  Teaching Resources Audiobooks: 60

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**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance</li> </ul>	rBook TE and rBook SE: 122-125, 249
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Respect the age, gender, position, and culture of the speaker</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Listen for the tone of voice and content that signal friendly communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Grade 4 Speaking</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The speaking competencies common to all four ELA standards that students demonstrate during grade 4 are</b>	
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Speak in response to the reading of a variety of texts</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 145, 159, 163, 175, 191, 207, 213, 225, 237
<ul style="list-style-type: none"> <li>Use age-appropriate vocabulary to communicate ideas</li> </ul>	Resources for Differentiated Instruction Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
<ul style="list-style-type: none"> <li>Use grammatically correct sentences when speaking</li> </ul>	Resources for Differentiated Instruction Book 3: 29, 30, 32, 35, 39, 41, 43, 44, 45, 46, 50, 52, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69
<ul style="list-style-type: none"> <li>Include details that are relevant for the audience</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Communicate ideas in an organized and cohesive manner</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Vary the formality of language according to the audience and purpose for speaking</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 4**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Respond respectfully and avoid interrupting when speaking in a group</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>Participate in group discussions on a variety of topics</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 145, 237</p> <p>Resources for Differentiated Instruction            Book 3: 32, 34, 35, 38, 39, 43, 44, 45, 46, 50, 57, 59, 61, 64, 65</p>
<ul style="list-style-type: none"> <li>Offer feedback to others</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 4 students demonstrate as they learn to speak include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Ask clarifying questions</li> </ul>	<p>rBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221</p>
<ul style="list-style-type: none"> <li>Summarize</li> </ul>	<p>rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245</p> <p>Resources for Differentiated Instruction            Book 1: 294-295</p>
<ul style="list-style-type: none"> <li>State a main idea with supporting examples and details</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction            Book 1: 292, 293, 396, 397</p> <p>Teaching Resources            Topic Software: 30, 42, 43, 45, 50, 51, 56, 57, 63, 66, 67, 69</p>
<ul style="list-style-type: none"> <li>Explain a line of reasoning</li> </ul>	<p>rBook TE and rBook SE: 122-125, 249</p>
<ul style="list-style-type: none"> <li>Present a short oral report, using a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>- speak loudly enough to be heard by the audience</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>- use gestures appropriate to convey meaning</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Use complete sentences, using age- and content-appropriate vocabulary</li> </ul>	<p>Resources for Differentiated Instruction            Book 3: 29, 30, 32, 35, 39, 41, 43, 44, 45, 46, 50, 52, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69</p>

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<ul style="list-style-type: none"> <li>Use logical order in presentations</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Present original works, such as stories, poems, and plays, to classmates</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Give book reviews</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Describe characters, setting, and plot</li> </ul>	rBook TE and rBook SE: 58, 64, 66, 67, 71, 138, 139, 140, 141, 145, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 312, 313
<ul style="list-style-type: none"> <li>Make inferences and draw conclusions</li> </ul>	rBook TE and rBook SE: 17, 37, 42, 60, 62, 65, 71, 110, 138, 140, 144, 147, 175, 193  Resources for Differentiated Instruction Book 1: 302, 303, 304
<ul style="list-style-type: none"> <li>Explain cultural and ethnic features in literary texts</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates</li> </ul>	rBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221
<ul style="list-style-type: none"> <li>Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation</li> </ul>	Resources for Differentiated Instruction Book 3: 29, 30, 32, 35, 39, 41, 43, 44, 45, 46, 50, 52, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences</li> </ul>	rBook TE and rBook SE: 114
<ul style="list-style-type: none"> <li>Express an opinion about school and community issues</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 4	Scholastic <i>Read 180</i> ©2005, Stage A
<ul style="list-style-type: none"> <li>• Speak with appropriate rate and volume for the audience</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Take turns speaking in a group</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>• Respect the age, gender, position, and cultural traditions of the listener when speaking</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Use the rules of conversation, such as avoid interrupting and respond respectfully</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237

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**Grade 5**

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<b>Core Performance Indicators: common to all four ELA standards</b>	
<b>Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.</b>	
<b>Reading</b>	
<ul style="list-style-type: none"> <li>• Identify purpose of reading</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 18, 34, 42, 52, 68, 86, 92, 104, 110, 128, 136, 148, 160, 166, 184, 190, 208, 214, 236
<ul style="list-style-type: none"> <li>• Adjust reading rate according to purpose for reading</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 14, 18, 34, 42, 52, 68, 86, 92, 104, 110, 128, 136, 148, 160, 166, 184, 190, 208, 214, 236
<ul style="list-style-type: none"> <li>• Use word recognition and context clues to read fluently</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 16, 93, 96, 116, 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 252, 264
<ul style="list-style-type: none"> <li>• Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary</li> </ul>	rBook TE and rBook SE: 16, 93, 96, 116, 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 252, 264
<ul style="list-style-type: none"> <li>• Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order</li> </ul>	rBook TE and rBook SE: 32C  Resources for Differentiated Instruction Book 1: 290, 291
<ul style="list-style-type: none"> <li>• Use knowledge of punctuation to assist in comprehension</li> </ul>	rBook TE and rBook SE: 55A  Resources for Differentiated Instruction Book 1: 168
<ul style="list-style-type: none"> <li>• Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension</li> </ul>	rBook TE and rBook SE: 66, 145  Resources for Differentiated Instruction Book 1: 317

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<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>Read aloud, using inflection and intonation appropriate to text read and to audience</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A</p> <p>Resources for Differentiated Instruction            Book 1: 167, 170, 171, 174, 175, 178, 179, 182, 183            Book 3: 70</p>
<ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> </ul>	<p>rBook TE and rBook SE: 256-257</p> <p>Teaching Resources            Paperbacks: 109</p>
<b>Listening</b>	
<ul style="list-style-type: none"> <li>Listen respectfully and responsively</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>Identify own purpose for listening</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Recognize content-specific vocabulary or terminology</li> </ul>	<p>rBook TE and rBook SE: 33, 57, 72, 73, 85, 109, 120, 121, 133, 152, 153, 165, 176, 177, 189, 228, 229</p>
<ul style="list-style-type: none"> <li>Listen for unfamiliar words and learn their meaning</li> </ul>	<p>rBook TE and rBook SE: 16, 93, 96, 116</p> <p>Resources for Differentiated Instruction            Book 1: 264            Book 3: 21, 23, 25, 29, 38, 43, 45, 54, 62</p>
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Respond respectfully</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>Initiate communication with peers, teachers, and others in the school community</li> </ul>	<p>Resources for Differentiated Instruction            Book 3: 21, 23, 24, 25, 26, 28, 32, 34, 35, 39, 40, 44, 52, 53, 54, 55, 57, 59, 61, 62, 63, 68, 69, 70</p>
<ul style="list-style-type: none"> <li>Use language and grammar appropriate to purpose for speaking</li> </ul>	<p>Resources for Differentiated Instruction            Book 3: 21, 23, 24, 25, 26, 28, 32, 34, 35, 39, 40, 44, 52, 53, 54, 55, 57, 59, 61, 62, 63, 68, 69, 70</p>
<ul style="list-style-type: none"> <li>Use facial expressions and gestures that enhance communication</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>

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<ul style="list-style-type: none"> <li>Establish eye contact during presentations and group discussions</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use audible voice and pacing appropriate to content and audience</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use visual aids to support the presentation</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Writing</b>	
<ul style="list-style-type: none"> <li>Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings</li> </ul>	rBook TE and rBook SE: 22, 46, 74, 98, 122, 154, 202, 230  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>Determine the intended audience before writing</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Test Taking Strategies: 100-114  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>Use tone and language appropriate for audience and purpose</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134 Test Taking Strategies: 100-114  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108

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<ul style="list-style-type: none"> <li>• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction            Book 2: 26, 67, 86, 101, 136            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> </ul>	<p>rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134            Test Taking Strategies: 100-108</p>
<ul style="list-style-type: none"> <li>• Use teacher conferences and peer review to revise written work</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134</p>
<ul style="list-style-type: none"> <li>• Observe the rules of punctuation, capitalization, and spelling, such as</li> </ul>	
<ul style="list-style-type: none"> <li>- punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Teaching Resources            Paperbacks: 103, 104, 105</p>
<ul style="list-style-type: none"> <li>- capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 162, 163</p> <p>Teaching Resources            Paperbacks: 103, 104, 105</p>

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<ul style="list-style-type: none"> <li>- spelling of commonly misspelled words, homonyms, and content-area vocabulary</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>• Use correct grammatical construction in               <ul style="list-style-type: none"> <li>- parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections</li> </ul> </li> </ul>	Resources for Differentiated Instruction Book 2: 162-163, 164-165, 180-181, 182-183, 184-185, 186-187, 188-189, 192-193, 194-195
<ul style="list-style-type: none"> <li>- simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents</li> </ul>	Resources for Differentiated Instruction Book 2: 168-169, 170-171, 174-175, 178-179, 208-209
<ul style="list-style-type: none"> <li>• Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Use dictionaries, thesauruses, and style manuals</li> </ul>	rBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244-245
<ul style="list-style-type: none"> <li>• Use word processing skills</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
<b>Grade 5 Reading</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The reading competencies common to all four ELA standards that students demonstrate during grade 5 are</b>	
<b>Word Recognition</b>	
<ul style="list-style-type: none"> <li>• Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words</li> </ul>	rBook TE and rBook SE: 8A, 32A, 56A, 84A, 108A, 188A, 212A, 132A, 164A  Resources for Differentiated Instruction Book 1: 146, 147, 148, 149
<ul style="list-style-type: none"> <li>• Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate</li> </ul>	rBook TE and rBook SE: 229, 240-244  Resources for Differentiated Instruction Book 1: 244

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<ul style="list-style-type: none"> <li>Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words</li> </ul>	rBook TE and rBook SE: 16, 19, 93, 96, 116  Resources for Differentiated Instruction Book 1: 264
<ul style="list-style-type: none"> <li>Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>Learn grade-level vocabulary through both direct and indirect means</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 12, 33, 40, 57, 68, 88, 94, 109, 112, 116, 140, 148, 166, 170, 174, 213, 220, 224
<ul style="list-style-type: none"> <li>Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning</li> </ul>	rBook TE and rBook SE: 20, 21, 73, 153, 201, 240, 242  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269
<ul style="list-style-type: none"> <li>Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
<ul style="list-style-type: none"> <li>Acquire new vocabulary by reading a variety of texts</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 9, 12, 33, 40, 57, 68, 88, 94, 109, 112, 116, 140, 148, 166, 170, 174, 213, 220, 224
<ul style="list-style-type: none"> <li>Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources</li> </ul>	rBook TE and rBook SE: 16, 93, 96, 116, 229, 240-244  Resources for Differentiated Instruction Book 1: 244, 252, 264
<ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms</li> </ul>	Resources for Differentiated Instruction Book 1: 252

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<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>Read a variety of grade-level texts, for a variety of purposes, with understanding</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction            Book 1: 338, 361, 391            Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources            Topic Software: 76, 121, 172            Audiobooks: 14, 19, 25            Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text</li> </ul>	rBook TE and rBook SE: 9, 33, 40, 70, 110, 112, 114, 116, 132, 140, 144, 240-241
<ul style="list-style-type: none"> <li>Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Ask questions to clarify understanding and to focus reading</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 10, 12, 18, 34, 36, 40, 62, 68, 70, 86, 93, 166, 168, 173, 221
<ul style="list-style-type: none"> <li>Make connections between text being read and own lives, the lives of others, and other texts read in the past</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
<ul style="list-style-type: none"> <li>Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 17, 38, 42, 60, 62, 65, 71, 94, 110, 140, 144, 147, 175, 193</p> <p>Resources for Differentiated Instruction            Book 1: 302, 303, 305</p> <p>Teaching Resources            Audiobooks: 51            Paperbacks: 49, 99</p>

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<ul style="list-style-type: none"> <li>• Read grade-level texts and answer literal, inferential, and evaluative questions</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction Book 1: 338, 361, 391</p> <p>Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>• State or summarize a main idea and support/elaborate with relevant details</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction Book 1: 292, 293, 396, 397</p> <p>Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li>• Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text</li> </ul>	<p>rBook TE and rBook SE: 122-125, 249</p> <p>Resources for Differentiated Instruction Book 2: 104-107, 109-113</p> <p>Test Taking Strategies: 60-61, 106-108, 113-114</p>
<ul style="list-style-type: none"> <li>• Participate cooperatively and collaboratively in group discussions of texts</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>• Note and describe aspects of the writer’s craft</li> </ul>	<p>rBook TE and rBook SE: 63, 222</p>
<ul style="list-style-type: none"> <li>• Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>

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**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<b>Motivation to Read</b>	
<ul style="list-style-type: none"> <li>Show interest in a wide range of texts, topics, and genres for reading</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction            Book 1: 338, 361, 391            Test Taking Strategies: 72, 88, 96</p> <p>Teaching Resources            Topic Software: 76, 121, 172            Audiobooks: 14, 19, 25            Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Read voluntarily for a variety of purposes</li> </ul>	<p>rBook TE and rBook SE: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Be familiar with titles and authors of a wide range of literature</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Teaching Resources            Topic Software: 76, 121, 172            Audiobooks: 14, 19, 25            Paperbacks: 13, 24, 39</p>
<ul style="list-style-type: none"> <li>Engage in independent silent reading for extended periods of time</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-14, 60-71, 116-119, 196-198, 234</p> <p>Resources for Differentiated Instruction            Book 1: 338, 361, 391</p> <p>Teaching Resources            Topic Software: 76, 121, 172            Audiobooks: 14, 19, 25            Paperbacks: 13, 24, 39</p>

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**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Locate and use school and public library resources, with some direction, to acquire information</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use the table of contents and indexes to locate information</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Read to collect and interpret data, facts, and ideas from multiple sources</li> </ul>	rBook TE and rBook SE: 16-19, 60-71, 88-90, 92-94, 112-114, 116-119, 136-149, 166, 168-170, 172-175, 190, 192-194, 196-198  Teaching Resources Topic Software: 76, 121, 172 Audiobooks: 14, 19, 25 Paperbacks: 13, 24, 39
<ul style="list-style-type: none"> <li>Read the steps in a procedure in order to accomplish a task such as completing a science experiment</li> </ul>	Resources for Differentiated Instruction Book 1: 329
<ul style="list-style-type: none"> <li>Skim material to gain an overview of content or locate specific information</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Recognize organizational formats to assist in comprehension of informational texts</li> </ul>	rBook TE and rBook SE: 18, 95, 114, 118, 224
<ul style="list-style-type: none"> <li>Identify missing information and irrelevant information</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> </ul>	rBook TE and rBook SE: 81, 104, 223  Teaching Resources Audiobooks: 60
<ul style="list-style-type: none"> <li>Identify information that is implied rather than stated</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Compare and contrast information on one topic from multiple sources</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227
<ul style="list-style-type: none"> <li>Recognize how new information is related to prior knowledge or experience</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226

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**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> </ul>	rBook TE and rBook SE: 8C, 10-19, 41, 245  Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
<ul style="list-style-type: none"> <li>Make inferences and draw conclusions, on the basis of information from the text, with assistance</li> </ul>	rBook TE and rBook SE: 17, 37, 42, 60, 62, 65, 71, 110, 138, 140, 144, 147, 175, 193  Resources for Differentiated Instruction Book 1: 302, 303, 304  Teaching Resources Audiobooks: 51 Paperbacks: 53, 99
<ul style="list-style-type: none"> <li>Identify information that is implied rather than stated, with assistance</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Read, view, and interpret literary texts from a variety of genres</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214  Resources for Differentiated Instruction Book 2: 138  Teaching Resources Audiobooks: 12, 14, 17, 20, 25 Paperbacks: 11, 15, 21, 31, 40
<ul style="list-style-type: none"> <li>Define characteristics of different genres</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214  Resources for Differentiated Instruction Book 2: 138  Teaching Resources Audiobooks: 12, 14, 17, 20, 25 Paperbacks: 11, 15, 21, 31, 40

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**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Read aloud from a variety of genres; for example, read the lines of a play or recite a poem               <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction            Book 2: 138</p> <p>Teaching Resources            Audiobooks: 12, 14, 17, 20, 25            Paperbacks: 11, 15, 21, 31, 40</p>
<ul style="list-style-type: none"> <li>• Identify literary elements, such as setting, plot, and character, of different genres</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Teaching Resources            Audiobooks: 12, 14, 17, 20, 25            Paperbacks: 11, 15, 21, 31, 40</p>
<ul style="list-style-type: none"> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> </ul>	<p>rBook TE and rBook SE: 137, 139, 141, 192, 204</p> <p>Resources for Differentiated Instruction            Book 1: 274-275            Book 3: 60</p>
<ul style="list-style-type: none"> <li>• Recognize how different authors treat similar themes</li> </ul>	<p>This objective is addressed throughout. See, for example:            rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227</p>
<ul style="list-style-type: none"> <li>• Identify the ways in which characters change and develop throughout a story</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224</p> <p>Resources for Differentiated Instruction            Book 1: 306, 307, 430, 431</p>

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<ul style="list-style-type: none"> <li>Compare characters in literature to people in own lives</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226</p>
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Evaluate information, ideas, opinions, and themes in texts by identifying <ul style="list-style-type: none"> <li>a central idea and supporting details</li> </ul> </li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction  Book 1: 292, 293, 396, 397</p> <p>Teaching Resources  Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69  Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>details that are primary and those that are less important</li> </ul> </li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction  Book 1: 292, 293, 396, 397</p> <p>Teaching Resources  Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69  Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>statements of fact, opinion, and exaggeration</li> </ul> </li> </ul>	<p>rBook TE and rBook SE: 81, 104, 223</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>missing or unclear information</li> </ul> </li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Use established criteria to analyze the quality of information in text</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, position, and cultural traditions of the writer</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>

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<ul style="list-style-type: none"> <li>Recognize conversational tone in friendly communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Grade 5 Writing</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The writing competencies common to all four ELA standards that students demonstrate during grade 5 are</b>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Correctly spell words within own writing that have been previously studied and/or frequently used</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Spell a large body of words accurately and quickly when writing</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108

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<b>Handwriting</b>	
<ul style="list-style-type: none"> <li>Use legible print and/or cursive writing</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
<b>Composition</b>	
<ul style="list-style-type: none"> <li>Respond in writing to prompts that follow the reading of literary and informational texts</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Respond to writing prompts that follow listening to literary and informational texts</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Write on a wide range of topics</li> </ul>	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134 Test Taking Strategies: 100-114  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>Understand and use writing for a variety of purposes</li> </ul>	rBook TE and rBook SE: 22-27, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134 Test Taking Strategies: 100-114  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Use a variety of media, such as print and electronic, when writing</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235

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<ul style="list-style-type: none"> <li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction            Book 2: 26, 67, 86, 101, 136            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105</p>
<ul style="list-style-type: none"> <li>• Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction            Book 2: 26, 67, 86, 101, 136            Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108</p> <p>Teaching Resources            Paperbacks: 103, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Review writing independently in order to revise for focus, development of ideas, and organization</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 18, 154, 155, 158, 159, 162, 163, 166-179</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 18, 154, 155, 158, 159, 162, 163, 166-179</p> <p>Teaching Resources            Paperbacks: 103, 105</p>

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<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>• Understand and write for a variety of audiences</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74,79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Adjust style of writing, voice, and language used according to purpose and intended audience</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Incorporate aspects of the writer’s craft, such as literary devices and specific voice, into own writing</li> </ul>	<p>The opportunity to address this objective is available. See the following:            rBook TE and rBook SE: 63, 222</p> <p>Teaching Resources</p>
<ul style="list-style-type: none"> <li>• Use multiple sources of information when writing a report</li> </ul>	<p>Resources for Differentiated Instruction            Book 2: 142</p>
<ul style="list-style-type: none"> <li>• Review writing with teachers and peers</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<b>Motivation to Write</b>	
<ul style="list-style-type: none"> <li>• Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 122-125</p>
<ul style="list-style-type: none"> <li>• Write voluntarily for different purposes</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74,79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134            Test Taking Strategies: 100-114</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Write on a variety of topics</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction            Book 2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74,79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134            Test Taking Strategies: 100-114</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>• Publish writing in a variety of presentation or display mediums, for a variety of audiences</li> </ul>	<p>rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235</p>
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>• Use at least three sources of information in writing a report, with assistance</li> </ul>	<p>Resources for Differentiated Instruction            Book 2: 142</p>
<ul style="list-style-type: none"> <li>• Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities</li> </ul>	<p>Resources for Differentiated Instruction            Book 2: 141-143, 144-146</p>
<ul style="list-style-type: none"> <li>• State a main idea and support it with details and examples</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction            Book 1: 292, 293, 396, 397</p> <p>Teaching Resources            Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69            Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li>• Compare and contrast ideas and information from two sources</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 169, 198, 227</p>
<ul style="list-style-type: none"> <li>• Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>• Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Teaching Resources            Paperbacks: 103, 104, 105, 106, 107, 108</p>

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**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Use paragraphing to organize ideas and information, with assistance</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Teaching Resources Paperbacks: 103, 104, 105
<ul style="list-style-type: none"> <li>• Maintain a portfolio that includes informational writing</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>• Develop original literary texts that               <ul style="list-style-type: none"> <li>- use organizing structures such as stanzas and chapters</li> </ul> </li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>- create a lead that attracts the reader's interest</li> </ul>	rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 178, 204, 232
<ul style="list-style-type: none"> <li>- provide a title that interests the reader</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 179, 205, 233
<ul style="list-style-type: none"> <li>- develop characters and establish a plot</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 61
<ul style="list-style-type: none"> <li>- use examples of literary devices, such as rhyme, rhythm, and simile</li> </ul>	rBook TE and rBook SE: 137, 139, 141, 192, 204  Resources for Differentiated Instruction Book 1: 274-275 Book 3: 60  Teaching Resources
<ul style="list-style-type: none"> <li>- establish consistent point of view (e.g., first or third person) with assistance</li> </ul>	rBook TE and rBook SE: 122-125, 249  Resources for Differentiated Instruction Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114  Teaching Resources

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**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Write interpretive essays that               <ul style="list-style-type: none"> <li>- summarize the plot</li> </ul> </li> </ul>	rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 1: 294-295 Book 2: 83  Teaching Resources Paperbacks: 73
<ul style="list-style-type: none"> <li>- describe the characters and how they change</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 430, 431
<ul style="list-style-type: none"> <li>- describe the setting and recognize its importance to the story</li> </ul>	rBook TE and rBook SE: 58
<ul style="list-style-type: none"> <li>- draw a conclusion about the work</li> </ul>	rBook TE and rBook SE: 17, 42, 110  Resources for Differentiated Instruction Book 1: 304, 305, 405  Teaching Resources Audiobooks: 42 Paperbacks: 49, 53
<ul style="list-style-type: none"> <li>- interpret the impact of literary devices, such as simile and personification</li> </ul>	rBook TE and rBook SE: 137, 139, 141, 192, 204  Resources for Differentiated Instruction Book 1: 274-275 Book 3: 60
<ul style="list-style-type: none"> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul>	rBook TE and rBook SE: 150, 151, 227  Resources for Differentiated Instruction Book 2: 134-138
<ul style="list-style-type: none"> <li>• Respond to literature, connecting the response to personal experience</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226

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**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226
<ul style="list-style-type: none"> <li>Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 24, 76, 100, 178, 232  Resources for Differentiated Instruction Book 2: 26, 67, 86, 101, 136 Test Taking Strategies: 100, 101, 102, 103, 104, 105, 106, 107, 108  Teaching Resources Paperbacks: 103, 105, 106, 107, 108
<ul style="list-style-type: none"> <li>Use supporting evidence from text to evaluate ideas, information, themes, or experiences</li> </ul>	rBook TE and rBook SE: 149, 227, 247  Resources for Differentiated Instruction Book 1: 312, 313
<ul style="list-style-type: none"> <li>Analyze the impact of an event or issue from personal and peer group perspectives</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<ul style="list-style-type: none"> <li>Analyze literary elements in order to evaluate the quality of ideas and information in text</li> </ul>	rBook TE and rBook SE: 58, 64, 66, 67, 71, 138, 139, 140, 141, 145, 149, 224  Resources for Differentiated Instruction Book 1: 306, 307, 308, 309, 310, 311, 312, 313  Teaching Resources Paperbacks: 13, 19, 21, 24, 27, 29, 34, 37, 40
<ul style="list-style-type: none"> <li>Use information and ideas from other subject areas and personal experiences to form and express opinions</li> </ul>	rBook TE and rBook SE: 122-125, 249  Resources for Differentiated Instruction Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114

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**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Teaching Resources  Paperbacks: 77, 85, 87, 103, 104, 105, 106, 107, 108</p>
<ul style="list-style-type: none"> <li>Use precise vocabulary in writing analysis and evaluation, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 24, 76, 100, 178, 232</p> <p>Resources for Differentiated Instruction  Book 2: 67, 86, 136</p>
<ul style="list-style-type: none"> <li>Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<ul style="list-style-type: none"> <li>Respect the age, gender, position, and cultural traditions of the recipient</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Develop a personal voice that enables the reader to get to know the writer</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Write personal reactions to experiences and events, using a form of social communication</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes writing for social communication</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<b>Grade 5 Listening</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The listening competencies common to all four ELA standards that students demonstrate during grade 5 are</b>	
<b>Listening</b>	
<ul style="list-style-type: none"> <li>Listen attentively to a variety of texts read aloud</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>
<ul style="list-style-type: none"> <li>Listen attentively for different purposes and for an extended period of time</li> </ul>	<p>This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i>.</p>

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**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Identify own purpose(s) for listening</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Respond appropriately to what is heard</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Listen respectfully, and without interrupting, when others speak</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 5 students demonstrate as they learn to listen include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Follow instructions that provide information about a task or assignment</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 39, 111, 183, 231  Resources for Differentiated Instruction Book 1: 126, 207, 249 Book 2: 95, 161, 191 Test Taking Strategies: 33, 55, 97  Teaching Resources Audiobooks: 31, 43, 68 Paperbacks: 65, 100
<ul style="list-style-type: none"> <li>Identify essential details for note taking</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> </ul>	rBook TE and rBook SE: 81, 104, 223  Teaching Resources Audiobooks: 60
<ul style="list-style-type: none"> <li>Identify information that is implicit rather than stated</li> </ul>	Resources for Differentiated Instruction Book 1: 292, 293, 396, 397  Teaching Resources Topic Software: 51, 56, 69 Audiobooks: 51
<ul style="list-style-type: none"> <li>Connect new information to prior knowledge or experience</li> </ul>	rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226

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**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Distinguish different genres, such as story, biography, poem, or play, with assistance</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 10, 16-19, 20, 60-71, 88-90, 112-114, 150-151, 214</p> <p>Resources for Differentiated Instruction  Book 2: 138</p> <p>Teaching Resources  Audiobooks: 12, 14, 17, 20, 25  Paperbacks: 11, 15, 21, 31, 40</p>
<ul style="list-style-type: none"> <li>Identify a character's motivation</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 65, 70, 71, 136, 138, 143, 145, 147, 149, 224</p> <p>Resources for Differentiated Instruction  Book 1: 306, 307, 430, 431</p>
<ul style="list-style-type: none"> <li>Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts</li> </ul>	<p>rBook TE and rBook SE: 137, 139, 141, 192, 204</p> <p>Resources for Differentiated Instruction  Book 1: 274-275  Book 3: 60</p>
<ul style="list-style-type: none"> <li>Use personal experience and prior knowledge to interpret and respond to literary texts and performances</li> </ul>	<p>rBook TE and rBook SE: 10, 32, 40, 42, 60, 64, 67, 84, 90, 94, 110, 113, 118, 144, 150, 168, 214, 222, 226</p>
<ul style="list-style-type: none"> <li>Identify cultural and historical influences in texts and performances, with assistance</li> </ul>	<p>Teaching Resources  Paperbacks: 12, 13, 16, 18, 21, 24, 28, 30, 34, 39, 40</p>
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations</li> </ul>	<p>rBook TE and rBook SE: 122-125, 249</p> <p>Resources for Differentiated Instruction  Book 2: 104-107, 109-113  Test Taking Strategies: 60-61, 106-108, 113-114</p>
<ul style="list-style-type: none"> <li>Recognize and use the perspective of others to analyze presentations</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p>
<ul style="list-style-type: none"> <li>Use prior knowledge and experiences to analyze the content of presentations</li> </ul>	<p>rBook TE and rBook SE: 40, 61, 67, 113, 118, 226</p>

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**Grade 5**

<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5</b>	<b>Scholastic Read 180 ©2005, Stage A</b>
<ul style="list-style-type: none"> <li>Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Evaluate the quality of the speaker’s presentation style by using criteria such as volume, tone of voice, and rate</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Respect the age, gender, position, and cultural traditions of the speaker</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize friendly communication on the basis of volume and tone of the speaker’s voice</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize that social communication may include informal language such as jargon</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Recognize the meaning of the speaker’s nonverbal cues</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Grade 5 Speaking</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The speaking competencies common to all four ELA standards that students demonstrate during grade 5 are</b>	
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Speak in response to the reading of a variety of texts</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<ul style="list-style-type: none"> <li>Use appropriate and specific vocabulary to communicate ideas</li> </ul>	Resources for Differentiated Instruction Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
<ul style="list-style-type: none"> <li>Use grammatically correct sentences when speaking</li> </ul>	Resources for Differentiated Instruction Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
<ul style="list-style-type: none"> <li>Include details that are relevant for the audience</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Communicate ideas in an organized and coherent manner</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Vary the formality of language according to the audience and purpose for speaking</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>• Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Respond respectfully to others</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
<ul style="list-style-type: none"> <li>• Participate in group discussions on a variety of topics</li> </ul>	<p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p> <p>Resources for Differentiated Instruction            Book 3: 32, 34, 35, 38, 39, 43, 44, 45, 46, 50, 57, 59, 61, 64, 65</p>
<ul style="list-style-type: none"> <li>• Offer feedback to others in a respectful and responsive manner</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 5 students demonstrate as they learn to speak include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>• Ask probing questions</li> </ul>	rBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221
<ul style="list-style-type: none"> <li>• Interview peers</li> </ul>	Resources for Differentiated Instruction Book 3: 32
<ul style="list-style-type: none"> <li>• Share information from personal experience</li> </ul>	rBook TE and rBook SE: 178-183
<ul style="list-style-type: none"> <li>• Share information from a variety of texts</li> </ul>	<p>The opportunity to address this objective is available. See the following:</p> <p>This objective is addressed throughout. See, for example: rBook TE and rBook SE: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237</p>
<ul style="list-style-type: none"> <li>• State a main idea and support it with facts, details, and examples</li> </ul>	<p>rBook TE and rBook SE: 8C, 10-19, 41, 245</p> <p>Resources for Differentiated Instruction            Book 1: 292, 293, 396, 397</p> <p>Teaching Resources            Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69            Paperbacks: 43, 51</p>
<ul style="list-style-type: none"> <li>• Compare and contrast information</li> </ul>	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 14, 36, 43, 89, 119, 198, 227

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<ul style="list-style-type: none"> <li>Present reports of approximately five minutes for teachers and peers</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Summarize main points</li> </ul>	rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 1: 294-295 Book 2: 83  Teaching Resources Paperbacks: 73
<ul style="list-style-type: none"> <li>Use notes, outlines, and visual aids appropriate to the presentation</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Share book reviews</li> </ul>	Resources for Differentiated Instruction Book 2: 99
<ul style="list-style-type: none"> <li>Summarize the plot and describe the motivation of characters</li> </ul>	rBook TE and rBook SE: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245  Resources for Differentiated Instruction Book 1: 294-295 Book 2: 83  Teaching Resources Paperbacks: 73
<ul style="list-style-type: none"> <li>Connect a personal response to literature to prior experience or knowledge</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226
<ul style="list-style-type: none"> <li>Recognize the importance of cultural and historical characteristics in texts and performances</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>Ask questions and respond to questions for clarification</li> </ul>	rBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221
<ul style="list-style-type: none"> <li>Use notes or outlines appropriately in presentations</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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**Grade 5**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 5	Scholastic Read 180 ©2005, Stage A
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>• Ask questions and respond to questions for clarification</li> </ul>	rBook TE and rBook SE: 18, 86, 93, 166, 168, 173, 221
<ul style="list-style-type: none"> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</li> </ul>	rBook TE and rBook SE: 122-125, 249 Resources for Differentiated Instruction Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114
<ul style="list-style-type: none"> <li>• Analyze an event or issue by using role play as a strategy</li> </ul>	Resources for Differentiated Instruction Book 3: 67
<ul style="list-style-type: none"> <li>• Use information and ideas from personal experiences to form and express opinions and judgments</li> </ul>	rBook TE and rBook SE: 122-125, 249 Resources for Differentiated Instruction Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114
<ul style="list-style-type: none"> <li>• Use notes or outlines appropriately in presentations</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>• Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Use the informal language of social communication</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Respect the age, gender, position, culture, and interests of the listener</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .
<ul style="list-style-type: none"> <li>• Use the rules of conversation, such as avoid interrupting and respond respectfully</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> .

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**New York Language Arts Core Curriculum Literacy Competencies and Grade Specific**  
**Performance Indicators**

**Grade 6**

New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
<b>Core Performance Indicators: common to all four ELA standards</b>	
<b>Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.</b>	
<b>Reading</b>	
<ul style="list-style-type: none"> <li>Identify purpose of reading</li> </ul>	rBook TE and rBook SE: 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 148, 150
<ul style="list-style-type: none"> <li>Adjust reading rate according to purpose for reading</li> </ul>	rBook TE and rBook SE: 239A  Resources for Differentiated Instruction Book 1: 168-171, 318, 375  Teaching Resources Topic Software: 18, 20, 24, 26, 30, 32, 36, 38, 42, 44, 48, 50, 54, 56, 63, 69
<ul style="list-style-type: none"> <li>Use word recognition and context clues to read fluently</li> </ul>	rBook TE and rBook SE: 10, 16, 60, 62, 67, 68, 71, 86, 93, 96, 116, 131A  Resources for Differentiated Instruction Book 1: 164-167, 180-183, 238, 239, 254, 255, 264, 265
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary</li> </ul>	rBook TE and rBook SE: 10, 16, 60, 62, 67, 68, 71, 86, 93, 96, 116  Resources for Differentiated Instruction Book 1: 238, 239, 244, 245
<ul style="list-style-type: none"> <li>Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order</li> </ul>	rBook TE and rBook SE: 35, 39, 41, 167, 169, 171, 191, 193  Resources for Differentiated Instruction Book 1: 290-291, 296-297, 298-299, 300-301, 341, 342-343, 349, 350-351, 352, 353-354, 355, 356
<ul style="list-style-type: none"> <li>Use knowledge of punctuation to assist in comprehension</li> </ul>	rBook TE and rBook SE: 55A, 83A, 163A, 187A, 239A  Resources for Differentiated Instruction Book 1: 164-167, 168-171
<ul style="list-style-type: none"> <li>Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension</li> </ul>	rBook TE and rBook SE: 14, 16, 36, 66, 70, 90, 92, 114, 116, 140, 150, 168, 194, 196, 216, 226  Resources for Differentiated Instruction Book 1: 318

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<ul style="list-style-type: none"> <li>Read aloud, using inflection and intonation appropriate to text read and to audience</li> </ul>	rBook TE and rBook SE: 31A, 83A, 163A, 187A  Resources for Differentiated Instruction Book 1: 164-167, 168-171 Book 2: 74, 99, 134
<ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> </ul>	rBook TE and rBook SE: 10, 60-71, 112-115, 166, 226-227  Teaching Resources Audiobooks: 15, 17, 20, 21, 25 Paperbacks: 13, 14, 17, 19, 25, 29, 31, 35, 37, 39
<b>Listening</b>	
<ul style="list-style-type: none"> <li>Listen respectfully and responsively</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134 Book 3: 26, 28, 31, 32, 37, 40, 41, 43, 48, 52, 56, 57, 65, 68
<ul style="list-style-type: none"> <li>Identify own purpose for listening</li> </ul>	rBook TE and rBook SE: 32K, 84K, 132M, 188K  Resources for Differentiated Instruction Book 3: 21, 23, 25, 29, 30, 33, 38, 43, 45, 54, 56, 60, 61, 62, 68, 69
<ul style="list-style-type: none"> <li>Recognize content-specific vocabulary or terminology</li> </ul>	rBook TE and rBook SE: 8K, 32K, 56M, 84K, 108K, 132M, 164K, 188K, 212K  Resources for Differentiated Instruction Book 2: 74 Book 3: 21, 22, 35, 61, 69
<ul style="list-style-type: none"> <li>Listen for unfamiliar words and learn their meaning</li> </ul>	rBook TE and rBook SE: 8K, 32K, 56M, 84K, 108K, 132M, 164K, 188K, 212K  Resources for Differentiated Instruction Book 3: 21, 22, 23, 24, 26, 27, 28, 31
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Respond respectfully</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 74, 94, 99 Book 3: 26, 32, 34, 45, 46, 52, 61, 64

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<ul style="list-style-type: none"> <li>• Initiate communication with peers, teachers, and others in the school community</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 3: 25, 26, 32, 34, 39, 45, 46, 57, 61, 64, 68
<ul style="list-style-type: none"> <li>• Use language and grammar appropriate to purpose for speaking</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104 Book 3: 21, 22, 26, 28, 32, 35, 39, 45, 50, 52, 53, 57, 60, 63, 69
<ul style="list-style-type: none"> <li>• Use facial expressions and gestures that enhance communication</li> </ul>	Resources for Differentiated Instruction Book 1: 176-179 Book 3: 23, 24, 49, 67
<ul style="list-style-type: none"> <li>• Establish eye contact during presentations and group discussions</li> </ul>	Resources for Differentiated Instruction Book 2: 74
<ul style="list-style-type: none"> <li>• Use audible voice and pacing appropriate to content and audience</li> </ul>	rBook TE and rBook SE: 31A, 83A, 163A, 187A  Resources for Differentiated Instruction Book 1: 164-167 Book 3: 35, 50
<ul style="list-style-type: none"> <li>• Use visual aids to support the presentation</li> </ul>	Resources for Differentiated Instruction Book 3: 62
<b>Writing</b>	
<ul style="list-style-type: none"> <li>• Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings</li> </ul>	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 24, 44, 54, 74, 84, 94, 104, 114, 119, 124, 129
<ul style="list-style-type: none"> <li>• Determine the intended audience before writing</li> </ul>	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 29, 34, 54, 64, 69, 79, 99, 109, 119, 124, 129
<ul style="list-style-type: none"> <li>• Use tone and language appropriate for audience and purpose</li> </ul>	rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233  Resources for Differentiated Instruction Book 2: 49, 53, 54, 59, 63, 104, 108, 114, 118, 119, 123

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<ul style="list-style-type: none"> <li>• Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)</li> </ul>	rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232  Resources for Differentiated Instruction Book 2: 24, 34, 49, 59, 74, 89, 99, 109, 114, 134, 144-146
<ul style="list-style-type: none"> <li>• Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> </ul>	rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 155-159, 179-183, 203-207, 231-235  Resources for Differentiated Instruction Book 2: 14, 29, 44, 64, 79, 94, 104, 119, 124, 129, 134
<ul style="list-style-type: none"> <li>• Use teacher conferences and peer review to revise written work</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 187B, 205, 211B, 233
<ul style="list-style-type: none"> <li>• Observe the rules of punctuation, capitalization, and spelling, such as</li> </ul>	
<ul style="list-style-type: none"> <li>- punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles</li> </ul>	rBook TE and rBook SE: 27, 207  Resources for Differentiated Instruction Book 2: 24, 28, 119, 141, 204, 205, 208, 209, 217
<ul style="list-style-type: none"> <li>- capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events</li> </ul>	rBook TE and rBook SE: 51  Resources for Differentiated Instruction Book 2: 162, 163, 216, 217
<ul style="list-style-type: none"> <li>- spelling of commonly misspelled words, homonyms, and content-area vocabulary</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 14, 24, 34, 49, 59, 74, 84, 99, 109, 114, 124
<ul style="list-style-type: none"> <li>• Use correct grammatical construction in</li> </ul>	
<ul style="list-style-type: none"> <li>- parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections</li> </ul>	Resources for Differentiated Instruction Book 2: 162, 163, 164, 165, 180, 181, 184, 185, 186, 187, 192, 193, 206, 207, 208, 209, 212, 213
<ul style="list-style-type: none"> <li>- simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents</li> </ul>	Resources for Differentiated Instruction Book 2: 14, 18, 154, 155, 168, 169, 170, 171, 174, 175, 178, 179, 182, 183, 200, 201, 208, 209
<ul style="list-style-type: none"> <li>• Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format</li> </ul>	Resources for Differentiated Instruction Book 2: 54, 58, 114, 118

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<ul style="list-style-type: none"> <li>Use dictionaries, thesauruses, and style manuals</li> </ul>	Resources for Differentiated Instruction Book 1: 244, 245, 252, 253
<ul style="list-style-type: none"> <li>Use word processing skills</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235
<b>Grade 6 Reading</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The reading competencies common to all four ELA standards that students demonstrate during grade 6 are</b>	
<b>Word Recognition</b>	
<ul style="list-style-type: none"> <li>Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words</li> </ul>	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 44-46, 50-52, 59-61, 68-70, 83-85, 95-97, 104-106, 238-239, 256-257, 258-259, 260-261
<ul style="list-style-type: none"> <li>Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy</li> </ul>	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 238-239, 256-257, 258-259, 260-261
<ul style="list-style-type: none"> <li>Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words</li> </ul>	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 238-239
<ul style="list-style-type: none"> <li>Recognize at sight a large body of high-frequency words and specialized content vocabulary</li> </ul>	Resources for Differentiated Instruction Book 1: 140-143
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>Extend knowledge of word meaning through direct and indirect means</li> </ul>	Resources for Differentiated Instruction Book 1: 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271, 272-273, 274-275
<ul style="list-style-type: none"> <li>Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning</li> </ul>	rBook TE and rBook SE: 20, 21, 201  Resources for Differentiated Instruction Book 1: 256, 257, 258, 259, 266, 267, 268, 269

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<ul style="list-style-type: none"> <li>Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226  Resources for Differentiated Instruction Book 1: 302, 303
<ul style="list-style-type: none"> <li>Acquire new vocabulary by engaging with a variety of texts written by a range of different authors</li> </ul>	rBook TE and rBook SE: 9, 33, 57, 85, 109, 133, 165, 189, 213
<ul style="list-style-type: none"> <li>Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty</li> </ul>	rBook TE and rBook SE: 14, 38, 66, 70, 86, 94, 114, 116, 140, 150, 166, 170, 194, 198, 211A, 218, 221, 226  Resources for Differentiated Instruction Book 1: 318, 375
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources</li> </ul>	rBook TE and rBook SE: 16, 93, 96, 116  Resources for Differentiated Instruction Book 1: 238, 239, 244, 245
<ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms</li> </ul>	Resources for Differentiated Instruction Book 1: 252, 253
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes</li> </ul>	rBook TE and rBook SE: 40-43, 112-115, 190  Resources for Differentiated Instruction Book 1: 339-340, 369, 388  Teaching Resources Topic Software: 31, 51, 68 Audiobooks: 15, 19, 21, 25 Paperbacks: 12, 16, 20, 25, 29, 35, 39
<ul style="list-style-type: none"> <li>Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read</li> </ul>	rBook TE and rBook SE: 14, 35, 86-87, 116, 166-168, 194, 215, 220-221  Resources for Differentiated Instruction Book 1: 294-295, 318  Teaching Resources Topic Software: 18, 30 Audiobooks: 17, 21 Paperbacks: 15, 17, 20, 23, 27, 39

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<ul style="list-style-type: none"> <li>Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted</li> </ul>	rBook TE and rBook SE: 14, 18, 38, 42, 66, 70, 86, 94, 114, 116, 140, 150, 173, 194, 218, 221, 226, 239A  Resources for Differentiated Instruction Book 1: 318, 375
<ul style="list-style-type: none"> <li>Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading</li> </ul>	rBook TE and rBook SE: 18, 34, 40, 58, 86, 93, 110, 114, 116, 134, 166, 168, 173, 190, 196, 214, 221  Resources for Differentiated Instruction Book 1: 172-175, 318, 375
<ul style="list-style-type: none"> <li>Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large</li> </ul>	rBook TE and rBook SE: 14, 35, 36, 43, 87, 89, 95, 111, 119, 167, 169, 198, 199, 215, 225  Resources for Differentiated Instruction Book 1: 331, 391, 392
<ul style="list-style-type: none"> <li>State or summarize a main idea and support it or elaborate on it with relevant details</li> </ul>	rBook TE and rBook SE: 11, 13, 15, 17, 19, 41, 87, 89, 91, 93, 95, 117  Resources for Differentiated Instruction Book 1: 292, 293, 294, 295  Teaching Resources Topic Software: 18, 43, 69 Paperbacks: 31
<ul style="list-style-type: none"> <li>Present a point of view or interpretation of a text, such as its theme or the author’s intended message, and support it with relevant details from the text</li> </ul>	rBook TE and rBook SE: 149, 227  Resources for Differentiated Instruction Book 1: 312, 313, 358, 369  Teaching Resources Audiobooks: 16, 19 Paperbacks: 28, 33
<ul style="list-style-type: none"> <li>Read grade-level texts and answer literal, inferential, analytic, and evaluative questions</li> </ul>	rBook TE and rBook SE: 18, 40, 63, 88, 116, 139, 171, 195, 215, 219  Resources for Differentiated Instruction Book 1: 302, 303, 308, 310  Teaching Resources Audiobooks: 14, 19, 23 Paperbacks: 13, 23, 40

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<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<ul style="list-style-type: none"> <li>Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions</li> </ul>	rBook TE and rBook SE: 17, 42, 94, 132, 140, 193  Resources for Differentiated Instruction Book 1: 302, 303, 304, 305, 319, 357, 358, 359, 360-361, 376-377
<ul style="list-style-type: none"> <li>Note and describe aspects of the writer’s craft, and explain the role that crafting techniques play in helping the reader comprehend the text</li> </ul>	rBook TE and rBook SE: 62, 63, 69, 222
<ul style="list-style-type: none"> <li>Participate cooperatively and collaboratively in group discussions of texts</li> </ul>	rBook TE and rBook SE: 10, 12, 16, 34, 40, 60, 70, 86, 92, 112, 116, 138, 142, 150, 166, 172, 190, 196, 214, 224
<ul style="list-style-type: none"> <li>Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations</li> </ul>	rBook TE and rBook SE: 38, 140, 222  Resources for Differentiated Instruction Book 1: 176-179, 328 Book 2: 79  Teaching Resources Topic Software: 179, 185, 191, 199, 208, 217, 221, 231, 240, 250 Audiobooks: 66, 67 Paperbacks: 106, 107
<ul style="list-style-type: none"> <li>Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations</li> </ul>	rBook TE and rBook SE: 42, 94, 118, 144, 170, 194, 226  Resources for Differentiated Instruction Book 1: 176-179, 329 Book 2: 79  Teaching Resources Topic Software: 181, 191, 199, 205, 219, 233, 247 Audiobooks: 63, 64 Paperbacks: 103, 104
<b>Motivation to Read</b>	
<ul style="list-style-type: none"> <li>Show interest in reading a wide range of texts, topics, genres, and authors</li> </ul>	rBook TE and rBook SE: 12-15, 55B, 86, 150-151, 214, 226-227 Audiobooks: 15, 17, 20, 21, 25 Paperbacks: 11, 13, 16, 19, 25, 26, 29, 35, 40
<ul style="list-style-type: none"> <li>Read voluntarily for a variety of purposes</li> </ul>	rBook TE and rBook SE: 55B, 107B  Teaching Resources Audiobooks: 14, 16, 18, 22, 24 Paperbacks: 12, 13, 14, 17, 20, 22, 24, 27, 30, 32, 34, 36, 38

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<ul style="list-style-type: none"> <li>Be familiar with titles and authors of a wide range of literature</li> </ul>	Resources for Differentiated Instruction Book 1: 315, 371-372  Teaching Resources Audiobooks: 63, 66, 68 Paperbacks: 103, 106, 108
<ul style="list-style-type: none"> <li>Engage in independent silent reading for extended periods of time</li> </ul>	Teaching Resources Paperbacks: 11, 12, 14, 15, 17, 18, 20, 21, 23, 24, 26, 27, 29, 30, 32, 33, 35, 36, 38, 39
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Locate and use school and public library resources, with some direction, to acquire information</li> </ul>	Resources for Differentiated Instruction Book 2: 141
<ul style="list-style-type: none"> <li>Use the table of contents and indexes to locate information</li> </ul>	rBook TE and rBook SE: 2-5, T111-T116
<ul style="list-style-type: none"> <li>Read to collect and interpret data, facts, and ideas from multiple sources</li> </ul>	rBook TE and rBook SE: 16-19, 40-43, 92-95, 110, 116-119, 166, 190, 214  Resources for Differentiated Instruction Book 1: 288, 289, 325, 331, 391, 392
<ul style="list-style-type: none"> <li>Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software</li> </ul>	rBook TE and rBook SE: 185  Resources for Differentiated Instruction Book 1: 324, 382-383
<ul style="list-style-type: none"> <li>Skim material to gain an overview of content or locate specific information</li> </ul>	rBook TE and rBook SE: 17  Resources for Differentiated Instruction Book 1: 315, 371-372
<ul style="list-style-type: none"> <li>Use text features, such as headings, captions, and titles, to understand and interpret informational texts</li> </ul>	rBook TE and rBook SE: 10, 16-19, 40-43, 88-91, 92-95, 110, 114, 116-119, 166, 168-171, 172-175, 190, 192-195, 196-199, 214, 216-225  Resources for Differentiated Instruction Book 1: 315, 325, 371-372, 384

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<ul style="list-style-type: none"> <li>Recognize organizational formats to assist in comprehension of informational texts</li> </ul>	rBook TE and rBook SE: 34-35, 36-39, 40-43, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199  Resources for Differentiated Instruction Book 1: 291, 296, 297, 298, 299, 300, 301, 342-343
<ul style="list-style-type: none"> <li>Identify missing, conflicting, unclear, and irrelevant information</li> </ul>	Resources for Differentiated Instruction Book 1: 314, 315, 370, 371-372
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> </ul>	rBook TE and rBook SE: 52, 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 380
<ul style="list-style-type: none"> <li>Identify information that is implied rather than stated</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
<ul style="list-style-type: none"> <li>Compare and contrast information about one topic from multiple sources</li> </ul>	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 191, 193, 195, 197, 199  Resources for Differentiated Instruction Book 1: 298, 299, 352, 353-354  Teaching Resources Topic Software: 19, 21, 25, 26, 30, 36, 38, 45, 61 Audiobooks: 25 Paperbacks: 11
<ul style="list-style-type: none"> <li>Recognize how new information is related to prior knowledge or experience</li> </ul>	rBook TE and rBook SE: 40, 61, 67, 113, 118, 226
<ul style="list-style-type: none"> <li>Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information</li> </ul>	rBook TE and rBook SE: 11, 13, 15, 17, 19, 41  Resources for Differentiated Instruction Book 1: 292, 293, 314  Teaching Resources Topic Software: 19, 24, 26, 30, 42, 45, 50, 56, 62, 69 Paperbacks: 15
<ul style="list-style-type: none"> <li>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</li> </ul>	rBook TE and rBook SE: 215  Resources for Differentiated Instruction Book 1: 289, 292, 293, 304, 305, 314, 325, 339-340, 344, 345-346, 359, 360-361, 370, 384

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**Performance Indicators**

**Grade 6**

<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<ul style="list-style-type: none"> <li>Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance</li> </ul>	rBook TE and rBook SE: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225
<ul style="list-style-type: none"> <li>Condense, combine, or categorize new information from one or more sources, with assistance</li> </ul>	Resources for Differentiated Instruction Book 1: 288, 289, 293, 298, 299, 316, 338, 339-340, 345-346, 352, 353-354, 373
<ul style="list-style-type: none"> <li>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> </ul>	rBook TE and rBook SE: 17, 42, 94, 215, 217, 219, 221  Resources for Differentiated Instruction Book 1: 304, 305  Teaching Resources Topic Software: 20, 32, 36, 43, 51, 66, 68 Audiobooks: 25 Paperbacks: 16, 22, 39
<ul style="list-style-type: none"> <li>Make, confirm, or revise predictions, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 132  Resources for Differentiated Instruction Book 1: 319
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Read, view, and interpret texts from a variety of genres</li> </ul>	rBook TE and rBook SE: 60-71, 136-149, 150-151, 226-227 Audiobooks: 15, 16, 20, 21, 22, 24 Paperbacks: 12, 14, 17, 19, 21, 25, 29, 32, 34, 40
<ul style="list-style-type: none"> <li>Define characteristics of different genres</li> </ul>	rBook TE and rBook SE: 58, 71, 132  Resources for Differentiated Instruction Book 1: 295, 302, 303, 307, 312, 313, 319, 329, 330
<ul style="list-style-type: none"> <li>Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods</li> </ul>	Paperbacks: 12, 13, 14, 17, 18, 19, 21, 23, 24, 25, 27, 29, 30, 32, 33, 34, 36, 37, 38, 40

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
<ul style="list-style-type: none"> <li>• Read aloud from a variety of genres (e.g., plays and poems)               <ul style="list-style-type: none"> <li>- use inflection and intonation appropriate to text read and audience</li> </ul> </li> </ul>	rBook TE and rBook SE: 58, 134, 150, 226  Resources for Differentiated Instruction Book 1: 176-179, 329, 330, 333, 335, 337, 367, 388, 389-390
<ul style="list-style-type: none"> <li>• Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Teaching Resources Paperbacks: 12, 19, 29, 32
<ul style="list-style-type: none"> <li>• Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres</li> </ul>	rBook TE and rBook SE: 58-59, 60, 62, 67, 69, 134-135, 136, 139, 142, 150-151, 227  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313, 332, 334, 335, 336, 337
<ul style="list-style-type: none"> <li>• Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning</li> </ul>	Resources for Differentiated Instruction Book 1: 274, 275, 333, 334, 335, 337, 348, 367, 388, 392
<ul style="list-style-type: none"> <li>• Recognize how different authors treat similar themes</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 1: 331, 391, 392
<ul style="list-style-type: none"> <li>• Identify the ways in which characters change and develop throughout a story</li> </ul>	rBook TE and rBook SE: 59, 135, 141, 143  Resources for Differentiated Instruction Book 1: 306, 362  Teaching Resources Audiobooks: 14, 17 Paperbacks: 18, 34
<ul style="list-style-type: none"> <li>• Interpret characters, plot, setting, and theme, using evidence from the text, with assistance</li> </ul>	rBook TE and rBook SE: 61, 65, 69, 135, 139, 143, 147, 149  Resources for Differentiated Instruction Book 1: 306-307, 308-309, 310-311, 312-313  Teaching Resources Audiobooks: 14, 16, 19 Paperbacks: 14, 21, 28, 30, 33

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
<ul style="list-style-type: none"> <li>Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance</li> </ul>	rBook TE and rBook SE: 60, 136  Resources for Differentiated Instruction Book 1: 320, 378
<ul style="list-style-type: none"> <li>Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance</li> </ul>	Resources for Differentiated Instruction Book 1: 274, 275, 333, 334, 335, 337, 348, 367, 388, 392
<ul style="list-style-type: none"> <li>Recognize how the author’s use of language creates images or feelings, with assistance</li> </ul>	rBook TE and rBook SE: 137, 139, 141  Resources for Differentiated Instruction Book 1: 329, 333, 348, 388
<ul style="list-style-type: none"> <li>Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance</li> </ul>	rBook TE and rBook SE: 150, 151, 227  Resources for Differentiated Instruction Book 1: 329, 335, 388
<ul style="list-style-type: none"> <li>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance</li> </ul>	rBook TE and rBook SE: 58, 59  Resources for Differentiated Instruction Book 1: 295, 296, 297, 300, 302, 309, 348, 349, 350-351, 355, 357, 366
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Evaluate information, ideas, opinions, and themes by identifying               <ul style="list-style-type: none"> <li>a central idea and supporting details</li> </ul> </li> </ul>	rBook TE and rBook SE: 13, 15, 17, 19, 41  Resources for Differentiated Instruction Book 1: 292, 293  Teaching Resources Topic Software: 19, 24, 30, 43, 48, 50, 54, 57, 60, 63, 66, 69 Paperbacks: 31
<ul style="list-style-type: none"> <li>precise and vague language</li> </ul>	rBook TE and rBook SE: 13, 62, 69, 121, 137, 139, 141, 142, 170, 192, 214, 223  Resources for Differentiated Instruction Book 1: 272-273, 274-275, 324, 325, 326, 327, 328, 329

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
- statements of fact, opinion, and exaggeration	rBook TE and rBook SE: 52, 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 323, 334, 380, 381, 391
- missing or unclear information	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
• Use established and personal criteria to analyze and evaluate the quality of ideas and information in text	rBook TE and rBook SE: 81
• Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text	rBook TE and rBook SE: 60-71, 214-215, 216-225 Topic Software: 18, 36, 38, 48, 49, 50, 51, 54, 55, 56, 57 Audiobooks: 14, 17, 19 Paperbacks: 24, 36, 39
• Recognize how one's own point of view contributes to forming an opinion about information and ideas	Resources for Differentiated Instruction Book 1: 323, 381
• Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to	
- identify conflicting information	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
- consider the background and qualifications of the writer	rBook TE and rBook SE: 80, 160-161, 236 Paperbacks: 35
- evaluate examples, details, or reasons used to support ideas	rBook TE and rBook SE: 110-111, 112-115, 116-119, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199
- identify differing points of view in texts and presentations	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
- identify cultural and ethnic values and their impact on content, with assistance	rBook TE and rBook SE: 112-115, 192-195
- identify multiple levels of meaning	This objective falls outside the scope of <i>Scholastic Read 180, Stage A</i> ©2005.
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups	rBook TE and rBook SE: 18, 42, 58, 92, 107B, 118, 131B, 134, 163B, 172, 196, 226  Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183, 292, 310, 329
• Respect the age, gender, position, and cultural traditions of the writer	rBook TE and rBook SE: 80, 160-161, 236  Teaching Resources Paperbacks: 35

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<ul style="list-style-type: none"> <li>Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:  rBook TE and rBook SE: 62, 69, 142</p> <p>Resources for Differentiated Instruction  Book 1: 379</p>
<b>Grade 6 Writing</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The writing competencies common to all four ELA standards that students demonstrate during grade 6 are</b>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction  Book 2: 14, 24, 34, 49, 59, 74, 84, 99, 109, 114, 124</p>
<ul style="list-style-type: none"> <li>Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:  rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction  Book 2: 19, 29, 39, 44, 64, 79, 89, 94, 104, 119, 129</p>
<b>Handwriting</b>	
<ul style="list-style-type: none"> <li>Use legible print and/or cursive writing</li> </ul>	<p>The opportunity to address this objective is available throughout. See, for example:  rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235</p> <p>Resources for Differentiated Instruction  Book 2: 14, 34, 49, 59, 74, 84, 94, 109, 114, 124, 134</p>
<b>Composition</b>	
<ul style="list-style-type: none"> <li>Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts</li> </ul>	<p>rBook TE and rBook SE: 14, 18, 38, 42, 75-77, 99-101, 118, 140, 148, 155-157, 178-181, 194, 198, 222, 226</p> <p>Resources for Differentiated Instruction  Book 2: 79, 99</p> <p>Teaching Resources  Paperbacks: 103, 104, 105</p>

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<ul style="list-style-type: none"> <li>Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts</li> </ul>	<p>rBook TE and rBook SE: 8K, 32K, 84K, 108K, 132M, 164K, 188K, 212K</p> <p>Teaching Resources  Topic Software: 179, 187, 195, 203, 211, 219, 227, 235, 243  Audiobooks: 63, 64, 65</p>
<ul style="list-style-type: none"> <li>Write on a wide range of topics, both student and teacher selected</li> </ul>	<p>rBook TE and rBook SE: 23-25, 47-49, 75-77, 123-125, 179-181, 203-205, 231-233</p> <p>Resources for Differentiated Instruction  Book 2: 24, 74, 104, 114</p> <p>Teaching Resources  Topic Software: 186, 194, 202, 210, 218, 226, 234, 242, 250</p>
<ul style="list-style-type: none"> <li>Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication</li> </ul>	<p>rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Resources for Differentiated Instruction  Book 2: 34, 44, 59, 69, 84, 94, 99, 114, 119, 124, 129</p>
<ul style="list-style-type: none"> <li>Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience</li> </ul>	<p>rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232</p> <p>Resources for Differentiated Instruction  Book 2: 14, 16, 29, 31, 54, 69, 79, 81, 114, 119, 144</p>
<ul style="list-style-type: none"> <li>Write, using a variety of media such as print and electronic</li> </ul>	<p>rBook TE and rBook SE: 25-27, 49-51, 77-79, 101-103, 125-127, 157-159, 181-183, 205-207, 233-235</p> <p>Resources for Differentiated Instruction  Book 2: 24, 39, 54, 64, 79, 89, 104, 109, 119, 129, 134</p>
<ul style="list-style-type: none"> <li>Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</li> </ul>	<p>rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 155-159, 179-183, 203-207, 231-235</p> <p>Resources for Differentiated Instruction  Book 2: 14, 29, 34, 49, 59, 69, 84, 94, 99, 114, 129</p>
<ul style="list-style-type: none"> <li>Use a variety of prewriting strategies to plan and organize writing</li> </ul>	<p>rBook TE and rBook SE: 23-24, 47-48, 75-76, 99-100, 123-124, 155-156, 179-180, 203-204, 231-232</p> <p>Resources for Differentiated Instruction  Book 2: 19, 24, 39, 54, 64, 79, 89, 104, 109, 119, 134</p>

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<ul style="list-style-type: none"> <li>Review writing independently in order to revise for focus, development of ideas, organization, and language use</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 14, 19, 29, 44, 69, 74, 84, 94, 114, 124, 134
<ul style="list-style-type: none"> <li>Review writing independently to address editing concerns</li> </ul>	rBook TE and rBook SE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235
<ul style="list-style-type: none"> <li>Write for a wide variety of audiences</li> </ul>	rBook TE and rBook SE: 23, 47, 75, 99, 123, 155, 179, 203, 231  Resources for Differentiated Instruction Book 2: 19, 29, 39, 59, 69, 74, 84, 94, 104, 114, 124
<ul style="list-style-type: none"> <li>Adjust style of writing, including voice and language used, according to purpose and audience</li> </ul>	rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233  Resources for Differentiated Instruction Book 2: 14, 24, 34, 44, 64, 79, 89, 99, 109, 119, 129
<ul style="list-style-type: none"> <li>Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 28, 49, 53, 134, 138
<ul style="list-style-type: none"> <li>Review writing with teachers and peers</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233
<b>Motivation to Write</b>	
<ul style="list-style-type: none"> <li>Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences</li> </ul>	rBook TE and rBook SE: 47-49, 75-77, 123-125, 155-157, 231-233  Resources for Differentiated Instruction Book 2: 19, 24, 29, 54, 69, 84, 94, 99, 104, 119, 129  Teaching Resources Audiobooks: 63, 64 Paperbacks: 103, 104
<ul style="list-style-type: none"> <li>Engage in writing voluntarily for a variety of purposes</li> </ul>	rBook TE and rBook SE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233  Teaching Resources Topic Software: 181, 199, 213, 231, 245 Audiobooks: 63, 64, 65 Paperbacks: 103, 104, 105

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
<ul style="list-style-type: none"> <li>Engage in writing voluntarily on a range of topics</li> </ul>	rBook TE and rBook SE: 23-25, 47-49, 75-77, 123-125, 179-181, 203-205, 231-233  Resources for Differentiated Instruction Book 2: 19, 29, 54, 59, 74, 84, 104, 114  Teaching Resources Topic Software: 183, 197, 215, 229, 247
<ul style="list-style-type: none"> <li>Publish writing in a variety of presentation or display mediums, for a variety of audiences</li> </ul>	rBook TE and rBook SE: 27, 51, 79, 103, 127, 159, 183, 207, 235  Resources for Differentiated Instruction Book 2: 14, 29, 39, 44, 59, 79, 84, 89, 114, 124, 134
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Use at least three sources of information, with appropriate citations, to develop reports</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 147
<ul style="list-style-type: none"> <li>Take notes to record and organize relevant data, facts, and ideas</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 144, 146
<ul style="list-style-type: none"> <li>State a main idea and support it with details and examples</li> </ul>	rBook TE and rBook SE: 24-25, 76-77, 100-101, 232-233  Resources for Differentiated Instruction Book 2: 74, 76, 79, 81, 89, 92, 147
<ul style="list-style-type: none"> <li>Compare and contrast ideas and information from two or three sources</li> </ul>	Resources for Differentiated Instruction Book 2: 54, 56
<ul style="list-style-type: none"> <li>Adopt an organizational format, such as chronological order, that is appropriate for informational writing</li> </ul>	rBook TE and rBook SE: 24-25, 100-101  Resources for Differentiated Instruction Book 2: 69, 71, 74, 76, 79, 81, 84, 86, 89, 92, 114, 116, 147
<ul style="list-style-type: none"> <li>Use paragraphing to organize ideas and information</li> </ul>	Resources for Differentiated Instruction Book 2: 69, 71, 74, 76, 79, 81, 84, 86, 89, 92, 114, 116, 147
<ul style="list-style-type: none"> <li>Use paraphrasing, with assistance</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 147
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes informational writing</li> </ul>	rBook TE and rBook SE: 27, 103  Resources for Differentiated Instruction Book 2: 79, 84, 89, 114

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<ul style="list-style-type: none"> <li>• Include relevant and exclude irrelevant information, with assistance</li> </ul>	rBook TE and rBook SE: 24-25, 100-101  Resources for Differentiated Instruction Book 2: 74, 76, 79, 81, 84, 86, 89, 92, 114, 116, 147
<ul style="list-style-type: none"> <li>• Connect, compare, and contrast ideas and information from one or more sources, with assistance</li> </ul>	rBook TE and rBook SE: 24-25, 100-101  Resources for Differentiated Instruction Book 2: 54, 56, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92, 114, 116, 147
<ul style="list-style-type: none"> <li>• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</li> </ul>	rBook TE and rBook SE: 24-25, 100-101  Resources for Differentiated Instruction Book 2: 69, 71, 74, 76, 79, 81, 84, 86, 89, 92, 114, 116, 147
<ul style="list-style-type: none"> <li>• Answer questions about informational material and write accurate and complete responses, with assistance</li> </ul>	rBook TE and rBook SE: 24-25  Resources for Differentiated Instruction Book 2: 74, 76, 84, 86, 89, 92, 147
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>• Write original literary texts</li> </ul>	
<ul style="list-style-type: none"> <li>- use organizing structures, such as stanzas, chapters, scenes, and verses</li> </ul>	Resources for Differentiated Instruction Book 2: 39, 134
<ul style="list-style-type: none"> <li>- develop characters, create a setting, and establish a plot</li> </ul>	Resources for Differentiated Instruction Book 2: 14, 29, 39, 44, 46, 49, 51
<ul style="list-style-type: none"> <li>- use examples of literary devices, such as rhythm, rhyme, simile, and personification</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 28, 49, 53, 134, 138
<ul style="list-style-type: none"> <li>- establish a consistent point of view (e.g., first or third person)</li> </ul>	Resources for Differentiated Instruction Book 2: 19, 23, 34, 38
<ul style="list-style-type: none"> <li>- use vocabulary to create a desired effect</li> </ul>	Resources for Differentiated Instruction Book 2: 44, 48, 49, 53, 59, 63, 134
<ul style="list-style-type: none"> <li>• Write interpretive essays to</li> </ul>	
<ul style="list-style-type: none"> <li>- summarize the plot</li> </ul>	rBook TE and rBook SE: 100-101, 156-157  Resources for Differentiated Instruction Book 2: 79, 81
<ul style="list-style-type: none"> <li>- describe the characters and explain how they change</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 14, 29, 39, 44, 46, 59, 61

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<ul style="list-style-type: none"> <li>- describe the setting and recognize its importance to the story</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 29, 39, 49, 51
<ul style="list-style-type: none"> <li>- draw a conclusion about the work</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 79, 81
<ul style="list-style-type: none"> <li>- interpret the impact of literary devices, such as simile and personification</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 24, 28, 49, 53, 99
<ul style="list-style-type: none"> <li>- recognize the impact of rhythm and rhyme in poems</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 138
<ul style="list-style-type: none"> <li>• Respond to literature, connecting the response to personal experience</li> </ul>	rBook TE and rBook SE: 76-77, 156-157  Resources for Differentiated Instruction Book 2: 99  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>• Maintain a writing portfolio that includes literary, interpretive, and responsive writing</li> </ul>	rBook TE and rBook SE: 79, 159  Resources for Differentiated Instruction Book 2: 14, 29, 39, 44, 59, 79
<ul style="list-style-type: none"> <li>• Express opinions and support them through specific references to the text, with assistance</li> </ul>	rBook TE and rBook SE: 124-125, 156-157  Resources for Differentiated Instruction Book 2: 99  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>• Demonstrate understanding of plot and theme, with assistance</li> </ul>	rBook TE and rBook SE: 154-155  Resources for Differentiated Instruction Book 2: 14, 29, 39

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<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<ul style="list-style-type: none"> <li>Identify and describe characters and their motivations, with assistance</li> </ul>	rBook TE and rBook SE: 154-155  Resources for Differentiated Instruction Book 2: 14, 29, 39, 44, 46, 59, 61
<ul style="list-style-type: none"> <li>Analyze the impact of the setting, with assistance</li> </ul>	rBook TE and rBook SE: 154-155  Resources for Differentiated Instruction Book 2: 29, 39, 49, 51
<ul style="list-style-type: none"> <li>Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 1: 333, 334, 337 Book 2: 24, 28, 49, 53
<ul style="list-style-type: none"> <li>Draw conclusions and provide reasons for the conclusions, with assistance</li> </ul>	rBook TE and rBook SE: 124-125, 156-157  Resources for Differentiated Instruction Book 2: 99, 103  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 54, 56
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing</li> </ul>	rBook TE and rBook SE: 23-24, 75-76, 123-124, 155-156  Resources for Differentiated Instruction Book 2: 79, 81, 94, 96, 99, 101
<ul style="list-style-type: none"> <li>Use supporting evidence from text to evaluate ideas, information, themes, or experiences</li> </ul>	rBook TE and rBook SE: 24-25, 156-157  Resources for Differentiated Instruction Book 2: 79, 81, 99, 101
<ul style="list-style-type: none"> <li>Analyze the impact of an event or issue from personal, peer group, and school community perspectives</li> </ul>	rBook TE and rBook SE: 76-77, 124-125, 232-233  Resources for Differentiated Instruction Book 2: 19, 104, 109

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<ul style="list-style-type: none"> <li>Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments</li> </ul>	rBook TE and rBook SE: 124-125, 156-157  Resources for Differentiated Instruction Book 2: 94, 99, 104, 109  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation</li> </ul>	rBook TE and rBook SE: 156  Resources for Differentiated Instruction Book 2: 54, 56, 79, 81, 99, 101  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>Use precise vocabulary in writing analysis and evaluation</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 54, 79, 99  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> </ul>	rBook TE and rBook SE: 159  Resources for Differentiated Instruction Book 2: 79
<ul style="list-style-type: none"> <li>Present clear analysis, using examples, details, and reasons from text, with assistance</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 99, 101  Teaching Resources Audiobooks: 63 Paperbacks: 103
<ul style="list-style-type: none"> <li>Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance</li> </ul>	rBook TE and rBook SE: 155-157  Resources for Differentiated Instruction Book 2: 79, 99

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<ul style="list-style-type: none"> <li>Explain connections between and among texts to extend the meaning of each individual text, with assistance</li> </ul>	rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 99
<ul style="list-style-type: none"> <li>Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: rBook TE and rBook SE: 156-157  Resources for Differentiated Instruction Book 2: 54, 99
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 121, 124, 126, 129, 131
<ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the recipient</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 124, 129
<ul style="list-style-type: none"> <li>Develop a personal voice that enables the reader to get to know the writer</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 123, 124, 129, 133
<ul style="list-style-type: none"> <li>Write personal reactions about experiences, events, and observations, using a form of social communication</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 129
<ul style="list-style-type: none"> <li>Maintain a portfolio that includes writing for social communication</li> </ul>	Resources for Differentiated Instruction Book 2: 119, 124, 129
<b>Grade 6 Listening</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The listening competencies common to all four ELA standards that students demonstrate during grade 6 are</b>	
<b>Listening</b>	
<ul style="list-style-type: none"> <li>Listen attentively, for an extended period of time, to a variety of texts read aloud</li> </ul>	rBook TE and rBook SE: 16, 58, 116, 134, 226  Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183, 298, 302, 309, 310, 313, 316, 318, 325, 329, 335
<ul style="list-style-type: none"> <li>Listen attentively, for an extended period of time, to oral presentations</li> </ul>	Resources for Differentiated Instruction Book 1: 176-179, 330 Book 2: 24, 74, 94, 99, 104
<ul style="list-style-type: none"> <li>Listen attentively for different purposes, both student determined and teacher determined</li> </ul>	rBook TE and rBook SE: 32K, 84K, 132M, 188K  Resources for Differentiated Instruction

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	Book 3: 21, 23, 25, 29, 30, 33, 38, 43, 45, 54, 56, 60, 61, 62, 68, 69
<ul style="list-style-type: none"> <li>Respond appropriately to what is heard</li> </ul>	rBook TE and rBook SE: 12, 36, 62, 88, 116, 138, 166, 196, 220  Resources for Differentiated Instruction Book 2: 74, 94, 99 Book 3: 26, 28, 32, 43, 48, 52, 57, 68
<ul style="list-style-type: none"> <li>Listen respectfully when others speak</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134 Book 3: 31, 37, 40, 41, 55, 56, 65
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 6 students demonstrate as they learn to listen include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment</li> </ul>	rBook TE and rBook SE: 185  Resources for Differentiated Instruction Book 3: 25, 29, 42, 44
<ul style="list-style-type: none"> <li>Identify essential details for note taking</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 74
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> </ul>	rBook TE and rBook SE: 52, 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 380
<ul style="list-style-type: none"> <li>Identify information that is implicit rather than stated</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
<ul style="list-style-type: none"> <li>Connect new information to prior knowledge or experience</li> </ul>	See the following opportunities to address this standard: rBook TE and rBook SE: 40, 61, 67, 113, 118, 226
<ul style="list-style-type: none"> <li>Recall significant ideas and details, with assistance</li> </ul>	This objective falls outside the scope of <i>Scholastic Read 180, Stage A ©2005</i> .
<ul style="list-style-type: none"> <li>Make, confirm, or revise predictions, with assistance</li> </ul>	rBook TE and rBook SE: 132  Resources for Differentiated Instruction Book 1: 319, 376-377  Teaching Resources Audiobooks: 20

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<ul style="list-style-type: none"> <li>Draw conclusions and make inferences on the basis of explicit and implied information, with assistance</li> </ul>	Resources for Differentiated Instruction Book 1: 302, 303  Teaching Resources Topic Software: 20, 24, 32, 36, 37, 43, 49, 51, 55, 61, 66, 68 Audiobooks: 14, 15, 17, 19, 20, 25
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>Distinguish different genres, such as story, biography, poem, or play</li> </ul>	rBook TE and rBook SE: 58, 71, 132, 226  Resources for Differentiated Instruction Book 1: 295, 302, 303, 307, 312, 313, 329, 330  Teaching Resources Audiobooks: 15, 16, 17, 18, 19, 20, 21, 22
<ul style="list-style-type: none"> <li>Identify a character’s motivation</li> </ul>	rBook TE and rBook SE: 141 Audiobooks: 18, 24
<ul style="list-style-type: none"> <li>Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning</li> </ul>	rBook TE and rBook SE: 150-151, 226-227  Resources for Differentiated Instruction Book 1: 329, 330, 333, 334, 337, 348, 367, 388, 389-390
<ul style="list-style-type: none"> <li>Identify cultural and historical influences in texts and performances</li> </ul>	rBook TE and rBook SE: 56, 58  Teaching Resources Audiobooks: 14, 17, 19
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104  Teaching Resources Audiobooks: 23, 24
<ul style="list-style-type: none"> <li>Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 134

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New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6	Scholastic Read 180, Stage A ©2005
<ul style="list-style-type: none"> <li>Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 134
<ul style="list-style-type: none"> <li>Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 94, 99, 104, 108, 109
<ul style="list-style-type: none"> <li>Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 94, 99, 104
<ul style="list-style-type: none"> <li>Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134
<ul style="list-style-type: none"> <li>Identify missing or unclear information, with assistance</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 74, 94, 99, 104
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>Respect the age, gender, social position, and cultural traditions of the speaker</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104, 134
<ul style="list-style-type: none"> <li>Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice</li> </ul>	Resources for Differentiated Instruction Book 3: 34, 35, 36, 45, 46, 47, 50, 61, 64
<ul style="list-style-type: none"> <li>Recognize that social communication may include informal language, such as jargon and colloquialisms</li> </ul>	Resources for Differentiated Instruction Book 3: 67
<ul style="list-style-type: none"> <li>Recognize the meaning of the speaker's nonverbal cues</li> </ul>	Resources for Differentiated Instruction Book 3: 24, 48, 49, 67
<b>Grade 6 Speaking</b>	
<b>LITERACY COMPETENCIES</b>	
<b>The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are</b>	
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Speak in response to listening to a variety of texts</li> </ul>	rBook TE and rBook SE: 10, 16, 36, 40, 60, 66, 70, 86, 92, 112, 116, 138, 146, 150, 166, 172, 192, 196, 214, 224

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<b>New York Language Arts Core Curriculum Literacy Competencies and Grade Specific Performance Indicators, Grade 6</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<ul style="list-style-type: none"> <li>• Speak in response to listening to and viewing a variety of performances</li> </ul>	Resources for Differentiated Instruction Book 1: 176-179 Book 2: 74, 94, 99
<ul style="list-style-type: none"> <li>• Use appropriate and precise vocabulary to communicate ideas</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104 Book 3: 21, 22, 25, 28, 35, 45, 50, 60, 61, 69
<ul style="list-style-type: none"> <li>• Use grammatically correct sentences when speaking</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104 Book 3: 26, 28, 32, 39, 50, 52, 53, 57, 63, 68
<ul style="list-style-type: none"> <li>• Include details and examples relevant to the audience when speaking</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
<ul style="list-style-type: none"> <li>• Communicate ideas in an organized and coherent manner</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 74, 94, 99, 104
<ul style="list-style-type: none"> <li>• Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking</li> </ul>	Resources for Differentiated Instruction Book 3: 32, 34, 45, 46, 61, 64, 67
<ul style="list-style-type: none"> <li>• Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication</li> </ul>	Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 330 Book 2: 74 Book 3: 32, 35, 40, 50, 70
<ul style="list-style-type: none"> <li>• Respond respectfully to others, and offer feedback to others in a respectful and responsive manner</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 74, 94, 99 Book 3: 26, 32, 34, 45, 46, 52, 61, 64
<ul style="list-style-type: none"> <li>• Participate in group discussions on a range of topics and for a variety of purposes</li> </ul>	rBook TE and rBook SE: 10, 16, 36, 40, 60, 70, 86, 92, 112, 116, 138, 150, 166, 172, 192, 196, 214, 224  Resources for Differentiated Instruction Book 2: 94, 99
<b>GRADE-SPECIFIC PERFORMANCE INDICATORS</b>	
<b>The grade-specific performance indicators that grade 6 students demonstrate as they learn to speak include</b>	
<b>Standard 1: Students will read, write, listen, and speak for information and understanding.</b>	
<ul style="list-style-type: none"> <li>• Synthesize and paraphrase information</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 74

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<ul style="list-style-type: none"> <li>• Make connections between sources of information</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 74, 94, 99
<ul style="list-style-type: none"> <li>• Present reports of five to seven minutes for teachers and peers on topics related to any school subject</li> </ul>	Resources for Differentiated Instruction Book 2: 74
<ul style="list-style-type: none"> <li>• Summarize main points as part of the conclusion</li> </ul>	Resources for Differentiated Instruction Book 2: 74, 94, 99
<ul style="list-style-type: none"> <li>• Use notes, outlines, and visual aids appropriate to the presentation</li> </ul>	Resources for Differentiated Instruction Book 2: 74, 94, 99 Book 3: 62
<b>Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>	
<ul style="list-style-type: none"> <li>• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 134 Book 3: 50
<ul style="list-style-type: none"> <li>• Share book reviews</li> </ul>	rBook TE and rBook SE: 81  Resources for Differentiated Instruction Book 2: 99
<ul style="list-style-type: none"> <li>• Summarize the plot, describe the motivation of characters, and explain the importance of setting</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 24 Book 3: 50
<ul style="list-style-type: none"> <li>• Use notes or outlines appropriately in presentations</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 134 Book 3: 50
<b>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>	
<ul style="list-style-type: none"> <li>• Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements</li> </ul>	Resources for Differentiated Instruction Book 2: 94, 99
<ul style="list-style-type: none"> <li>• Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments</li> </ul>	The opportunity to address this objective is available throughout. See, for example: Resources for Differentiated Instruction Book 2: 94, 99
<ul style="list-style-type: none"> <li>• Articulate a thesis statement and support it with details, examples, and reasons</li> </ul>	Resources for Differentiated Instruction Book 2: 74, 94, 99, 104

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<ul style="list-style-type: none"> <li>• Persuade, using appropriate language, tone, volume, and gestures</li> </ul>	Resources for Differentiated Instruction Book 2: 94, 99, 104
<ul style="list-style-type: none"> <li>• Use notes or outlines appropriately in presentations</li> </ul>	Resources for Differentiated Instruction Book 2: 94, 99, 104
<b>Standard 4: Students will read, write, listen, and speak for social interaction.</b>	
<ul style="list-style-type: none"> <li>• Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other</li> </ul>	Resources for Differentiated Instruction Book 3: 47, 64
<ul style="list-style-type: none"> <li>• Use the informal language of social communication</li> </ul>	Resources for Differentiated Instruction Book 3: 67
<ul style="list-style-type: none"> <li>• Respect the age, gender, social position, culture, and interests of the listener</li> </ul>	Resources for Differentiated Instruction Book 1: 176-179, 329, 330 Book 2: 24, 74, 94, 99, 104 Book 3: 32, 34, 45, 46, 61, 64
<ul style="list-style-type: none"> <li>• Use the rules of conversation, such as avoid interrupting and respond respectfully</li> </ul>	Resources for Differentiated Instruction Book 3: 32, 34, 45, 46, 61, 64