



Scholastic *READ 180 Enterprise*, Stage A
correlated to the
South Carolina English Language Arts Curriculum Standards

Grades 4-6

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August 2007

**Scholastic Read 180, Stage A correlated to
South Carolina English Language Arts Curriculum Standards, Grades 4-6**

Grade 4	Scholastic READ 180, Stage A TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software
READING	
Understanding and Using Literary Texts	
Standard 4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
4-1.1 Analyze literary texts to draw conclusions and make inferences.	TE: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246; R1: 302, 303, 304, 305, 404, 405; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 22, 24, 27, 29, 32, 34, 37, 38, 39, 49, 53, 57, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.
4-1.2 Distinguish between first-person and third-person points of view.	TE: 60, 136, 218, 221; R1: 320
4-1.3 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TE: 36, 137, 139, 141, 192, 248; R1: 274, 333, 304; R3: 60
4-1.4 Understand characterization and its impact on conflict as the basis of plot.	TE: 58, 64-65, 70-71, 132D, 136-140, 143, 145, 147, 149, 224, 247-248; R1: 306-307, 310-311, 406; A: 14, 16-18, 23-24, 27, 39, 47; P: 14, 16, 18, 47, 59, 63, 79, 89; TS: 37, 39; S: <i>Reading Zone, Success Zone</i>
4-1.5 Understand the effect of an author's craft—such as word choice, sentence structure, the use of figurative language, and the use of dialogue—on the meaning of literary texts.	TE: 63, 114, 247; R3: 45, 68
4-1.6 Analyze the details that support the expression of the main idea in a given literary text.	TE: 8C, 10-19, 41, 245; R1: 292, 293, 396, 397; TS: 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69; 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find

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	text evidence to help them answer the questions.
4-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.	TE: 74-77, 154-159, 250
4-1.8 Carry out independent reading for extended periods of time to derive pleasure.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone
4-1.9 Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).	TE: 10, 12-14, 16-19, 34, 36-38, 40-43, 60-71, 86, 88-90, 92-95, 110, 112-114, 116-119, 136-139, 150, 161, 166, 168-170, 172-175, 190, 192-194, 196-198, 214, 216-233; R1: Instructor can expand upon comprehension passages within text, e.g., 338-392; A: Instructor can expand upon comprehension passages within text, e.g., 14-25; P: Instructor can expand upon reading passages within text, e.g., 11-40; TS: Instructor can expand upon reading passages within software, e.g., 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone, Success Zone.</i>
4-1.10 Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).	TE: 150-151, 226-227, 248; R1: 329, 335; R3: 36; A: 20
Understanding and Using Informational Texts	
Standard 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
4-2.1 Summarize evidence that supports the central idea of a given informational text.	TE: 18, 84C, 86-95, 106, 117, 187, 196, 197, 245; R1: 294, 395, 398; TS: 18, 30, 32; P: 15, 17, 19, 20, 23, 26, 27, 39, 73; A: 17, 21, 54; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.

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4-2.2 Analyze informational texts to draw conclusions and make inferences.	<p>TE: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246; R1: 302, 303, 304, 305, 404, 405; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 22, 24, 27, 29, 32, 34, 37, 38, 39, 49, 53, 57, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
4-2.3 Analyze informational texts to locate and identify facts and opinions.	<p>TE: 52, 81, 104, 223; R1: 322, 415; A: 60</p>
4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.	<p>TE: 74-77, 154-159, 250</p>
4-2.5 Carry out independent reading for extended periods of time to gain information.	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone</p>
4-2.6 Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.	<p>TE: 114</p>
4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.	<p>TE: 18, 43, 94, 114, 118, 174, 199, 224-225, 247; R1: 326, 327</p>
4-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).	<p>TE: 240-244; R3: 23; S: Reading Zone, Word Zone, Spelling Zone, Success Zone</p>
4-2.9 Analyze informational texts to identify cause-and-effect relationships.	<p>TE: 164C, 166-175, 186, 197, 246; R1: 296, 297, 399, 400; TS: 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69; P: 11, 14, 15, 16, 19, 22, 24, 30, 31, 32, 35, 36, 38, 43, 51, 55, 65, 71, 83, 91; A: 15, 16, 18, 21, 22, 25, 30, 33; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, sequence of events, read for detail, and cause/effect. Students can return to the passage to find text evidence to help them answer the questions.</p>

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Building Vocabulary	
Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.	
4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example or a definition.	TE: 19, 96, 116, 152, 176, 241; R1: 238, 340, 254, 264; R3: 63
4-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.	TE: 20-21, 201, 240; R1: 150, 256, 258, 266, 268, 270
4-3.3 Interpret the meaning of idioms encountered in texts.	TE: 13, 86, 90, 107B, 121, 170, 190, 214, 223, 244; R1: 272; R3: 67
WRITING	
Develop Written Communications	
Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
4-4.1 Use prewriting techniques to organize written works.	TE: 24, 48, 76, 100, 124, 156, 178, 204, 232; R2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136
4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.	TE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 183, 206-107, 234-235, 248-249, 251-253; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134
4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TE: 46-49, 74-77, 98-101, 154-159, 178-181, 230-233, 250; R2: 39, 64, 89, 109; TS: 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18, 60
4-4.4 Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions such as <i>although</i> , <i>while</i> , <i>neither</i> , and <i>nor</i> ; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).	TE: 102, 107A, 126, 131B, 234, 248-249; R2: 23, 38, 73, 162-197, 208-211; R3: 51

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<p>4-4.5 Use proofreading skills to edit for the correct use of written Standard American English:</p> <ul style="list-style-type: none"> capitalization (including the titles of works of art and publications such as magazines and newspapers, brand names, proper adjectives, and the names of organizations); quotation marks to indicate direct quotations or dialogue; underlining (or italics) to indicate the titles of separately published works such as books and magazines; quotation marks to indicate the titles of works such as articles, reports, chapters, and other short pieces published <i>within</i> separately published works; and punctuation between main clauses. 	<p>TE: 27, 79, 103, 127, 159, 183, 205, 235; R1: 204; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
<p>4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>	<p>TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137</p>
<p>Producing Written Communications in a Variety of Forms.</p>	
<p>Standard 4-5 The student will write for a variety of purposes and audiences.</p>	
<p>4-5.1 Create informational pieces such as postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.</p>	<p>R2: 114, 117, 119, 122, 124, 127, 129, 132</p>
<p>4-5.2 Create narratives containing details and a sequence of events that develops a plot.</p>	<p>TE: 46-49, 178-181, 230-233, 250; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 43; R3: Teacher may expand upon additional practice writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108</p>
<p>4-5.3 Create written descriptions using language that appeals to the readers' senses.</p>	<p>TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250</p>

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4-5.4 Create written pieces such as skits or plays to entertain others.	N/A
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard 4-6 The student will access and use information from a variety of sources.	
4-6.1 Clarify and refine a research topic.	R2: 139-150
4-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.	TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
4-6.3 Organize information by classifying or sequencing.	TE: 24, 25, 48, 49, 76, 77, 100, 101, 124, 125, 156, 157, 178, 179, 204, 205, 232, 233; R1: 290, 291; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137; TS: 18, 33, 44, 63; P: 11, 12, 45, 87; A: 45
4-6.4 Paraphrase research information accurately and meaningfully.	R2: 139-150
4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.	R2: 147, 149
4-6.6 Use the Internet with the aid of a teacher.	R2: 141-142

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<p>4-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250</p>
<p>4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p>	<p>N/A</p>

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READING	
Understanding and Using Literary Texts	
Standard 5-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
5-1.1 Analyze literary texts to draw conclusions and make inferences.	<p>TE: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246; R1: 302, 303, 304, 305, 404, 405; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 22, 24, 27, 29, 32, 34, 37, 38, 39, 49, 53, 57, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.	<p>TE: 60, 136, 218, 221; R1: 320</p>
5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	<p>TE: 36, 137, 139, 141, 192, 248; R1: 274, 333, 304; R3: 60</p>
5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.	<p>TE: 58, 64-65, 70-71, 132D, 136-140, 143, 145, 147, 149, 224, 247, 248; R1: 306-307, 406; P: 16, 18, 26, 28, 30, 32-34, 37, 40, 59, 79, 89; A: 14, 16-18, 24, 27, 39; TS: 37, 39</p>
5-1.5 Understand the effect of an author's craft—such as tone and the use of figurative language, dialogue, and imagery—on the meaning of literary texts.	<p>TE: 63, 114, 247</p>
5-1.6 Analyze the details that support the expression of the main idea in a given literary text.	<p>TE: 8C, 10-19, 41, 245; R1: 292, 293, 314, 396, 397, 411; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Main idea and reading for detail are covered.</p>
5-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.	<p>TE: 74-77, 154-159, 250</p>

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5-1.8 Carry out independent reading for extended periods of time to derive pleasure.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone
5-1.9 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).	TE: 10, 36-38, 60-71, 216-223; R1: 355; A: 14-15, 17, 19; P: L1, L2, L3, 14, 16, 31, 24-25, 35-36, 39; S: <i>Reading Zone, Success Zone.</i>
5-1.10 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains).	TE: 150-151, 226-227, 248; R1: 329, 335; R3: 36; A: 20
READING	
Standard 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
5-2.1 Summarize the central idea and supporting evidence of a given informational text.	TE: 8C, 10-19, 41, 245; R1: 292, 293, 396, 397; TS: 19; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18
5-2.2 Analyze informational texts to draw conclusions and make inferences.	TE: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246; R1: 302, 303, 304, 305, 404, 405; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 22, 24, 27, 29, 32, 34, 37, 38, 39, 49, 53, 57, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.
5-2.3 Analyze a given text to detect author bias by locating indicators such as unsupported opinions.	N/A
5-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.	TE: 74-77, 154-159, 250

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5-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone
5-2.6 Understand that titles, print styles, chapter headings, captions, subheadings, and white space provide information to the reader.	TE: 114
5-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.	TE: 18, 43, 94, 114, 118, 174, 199, 224-225, 247; R1: 326, 327
5-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).	TE: 240-244; R3: 23; S: Reading Zone, Word Zone, Spelling Zone, Success Zone
5-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.	TE: 164C, 166-175, 186, 197, 246; R1: 296, 297, 399, 400; TS: 27; P: 14, 15, 22, 24, 30, 31, 32, 35, 36, 38, 55, 71, 83, 91; A: 15, 16, 18, 21, 22, 25, 30, 33; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, sequence of events, read for detail, and cause/effect. Students can return to the passage to find text evidence to help them answer the questions.
Building Vocabulary	
Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.	
5-3.1 Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.	TE: 19, 96, 116, 152, 176, 241; R1: 238, 340, 254, 264; R3: 63
5-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.	TE: 20-21, 201, 240; R1: 150, 256, 258, 266, 268, 270
5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TE: 13, 86, 90, 107B, 121, 170, 190, 214, 223, 244; R1: 272; R3: 67
WRITING	
Developing Written Communications	

Grade 5	<p align="center">Scholastic READ 180, Stage A</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; TS= Topic Software; P= Paperbacks; A= Audiobooks; S= Software</p>
<p>Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p>	
<p>5-4.1 Use prewriting techniques to organize written works.</p>	<p>TE: 24, 48, 76, 100, 124, 156, 178, 204, 232; R2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136</p>
<p>5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.</p>	<p>TE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 183, 206-107, 234-235, 248-249, 251-253; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134</p>
<p>5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p>	<p>TE: 46-49, 74-77, 98-101, 154-159, 178-181, 230-233, 250; R2: 39, 64, 89, 109; TS: 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18, 60</p>
<p>5-4.4 Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives such as <i>good, better, best</i>; irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns).</p>	<p>TE: 102, 107A, 126, 131B, 234, 248-249; R2: 23, 38, 73, 162-197, 208-211; R3: 51</p>
<p>5-4.5 Use proofreading skills to edit for the correct use of written Standard American English:</p> <ul style="list-style-type: none"> • capitalization (including the names of ethnic and national groups and the names of established religions and languages); • punctuation (including colons and hyphens); and • use of commonly confused words such as <i>affect</i> and <i>effect</i>. 	<p>TE: 27, 79, 103, 127, 159, 183, 205, 235; R1: 204; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.</p>
<p>5-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.</p>	<p>TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137</p>
<p>Producing Written Communications in a Variety of Forms</p>	
<p>Standard 5-5 The student will write for a variety of purposes and audiences.</p>	

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5-5.1 Create informational pieces such as book reviews and newsletter articles that use language appropriate for the specific audience.	R2: 81, 86, 101; P: 103, 105; A: 63, 65
5-5.2 Create narratives that have a fully developed plot and a consistent point of view.	TE: 46-49, 60, 136, 178-181, 218, 221, 230-233, 250; R2: 14, 19, 23, 24, 28, 29, 34, 38, 39; R3: 45, 68
5-5.3 Create written descriptions using precise language and vivid details.	TE: 196-199, 202-205, 250; R2: 44, 47, 49, 52, 54, 57, 59, 62, 64, 68; R3: 24, 29
5-5.4 Create written pieces such as picture books, comic books, and graphic novels to entertain a specific audience.	N/A
RESEARCHING	
Applying the Skills of Inquiry and Oral Communication	
Standard 5-6 The student will access and use information from a variety of sources.	
5-6.1 Clarify and refine a research topic.	R2: 139-150
5-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.	TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
5-6.3 Select information appropriate for the research topic.	R2: 139-150
5-6.4 Paraphrase research information accurately and meaningfully.	TE: 90, 196, 197
5-6.5 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.	R2: 147, 149

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<p>5-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	<p>Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250</p>
<p>5-6.7 Use appropriate organizational strategies to prepare written works and oral and visual presentations.</p>	<p>TE: 164C, 166-175, 186, 188C, 190-199, 223, 246; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137</p>
<p>5-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p>	<p>N/A</p>

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READING	
Understanding and Using Literary Texts	
Standard 6-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.	
6-1.1 Analyze literary texts to draw conclusions and make inferences.	<p>TE: 15, 17, 34, 36-38, 40, 42, 60-62, 65, 71, 94, 110, 114, 132, 138-141, 144-145, 147, 166, 174-175, 190, 193, 212C, 214-227, 238, 246; R1: 302-305, 319, 404, 405, 413; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 21, 22, 23, 24, 25, 27, 28, 29, 30, 32, 34, 37, 38, 39, 49, 53, 57, 81, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 48, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.	<p>TE: 60, 136, 218, 221; R1: 320</p>
6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	<p>TE: 36, 137, 139, 141, 192, 248; R1: 274, 333, 304; R3: 60</p>
6-1.4 Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.	<p>TE: 164C, 166-175, 186, 197, 246; R1: 296, 297, 399, 400; TS: 27; P: 14, 15, 22, 24, 30, 31, 32, 35, 36, 38, 55, 71, 83, 91; A: 15, 16, 18, 21, 22, 25, 30, 33; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, sequence of events, read for detail, and cause/effect. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-1.5 Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.	<p>TE: 56D, 248</p>

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6-1.6 Compare/contrast main ideas within and across literary texts.	<p>TE: 8C, 10-19, 41, 188C, 190-199, 223, 245-246; R1: 292, 293, 298-299, 396, 397, 401; TS: 19, 21, 24-26, 30, 42-45, 48, 50-51, 54, 56-57, 60, 62-63, 66-67; P: 11, 20, 34, 36, 38-40, 43, 51, 77, 97; A: 19, 22-23, 25, 36; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are reading for main idea and details. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-1.7 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.	<p>TE: 74-77, 154-159, 250</p>
6-1.8 Carry out independent reading for extended periods of time to derive pleasure.	<p>Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone</p>
6-1.9 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains) and drama (including stage directions and the use of monologues).	<p>TE: 150-151, 226-227, 248; R1: 329, 335; R3: 36; A: 20</p>
6-1.10 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).	<p>TE: 10, 36-38, 60-71, 216-223; R1: 355; A: 14-15, 17, 19; P: L1, L2, L3, 14, 16, 31, 24-25, 35-36, 39; S: <i>Reading Zone, Success Zone.</i></p>
Understanding and Using Informational Texts.	
Standard 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.	
6-2.1 Analyze central ideas within and across informational texts.	<p>TE: 8C, 10-19, 41, 245; R1: 292, 293, 396, 397; TS: 19; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, sequence of events, read for detail, and cause/effect. Students can return to the passage to find text evidence to help them answer the questions.</p>

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6-2.2 Analyze informational texts to draw conclusions and make inferences.	<p>TE: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246; R1: 302-305, 404-405; TS: 20, 21, 24, 32, 33, 36, 37, 38, 39, 42, 43, 45, 49, 50, 51, 57, 60, 61, 66, 67, 68; P: 12, 13, 16, 17, 18, 22, 24, 27, 29, 32, 34, 37, 38, 39, 49, 53, 57, 99; A: 14, 15, 17, 19, 20, 21, 24, 25, 42, 51; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are drawing conclusions and making inferences. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-2.3 Understand indicators of an author's bias such as the omission of relevant facts and statements of unsupported opinions.	N/A
6-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.	TE: 74-77, 154-159, 250
6-2.5 Carry out independent reading for extended periods of time to gain information.	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: Reading Zone
6-2.6 Interpret information that text elements such as print styles and chapter headings provide to the reader.	N/A
6-2.7 Interpret information from graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers.	TE: 18, 43, 94, 114, 118, 174, 199, 224-225, 247; R1: 326, 327
6-2.8 Interpret information from functional text features such as tables of contents and glossaries.	TE: 240-244; R3: 23; S: Reading Zone, Word Zone, Spelling Zone, Success Zone
6-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.	<p>TE: 164C, 166-175, 186, 197, 246; R1: 296, 297, 399, 400; TS: 27; P: 14, 15, 22, 24, 30, 31, 32, 35, 36, 38, 55, 71, 83, 91; A: 15, 16, 18, 21, 22, 25, 30, 33; S: The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, sequence of events, read for detail, and cause/effect. Students can return to the passage to find text evidence to help them answer the questions.</p>
6-2.10 Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.	N/A

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Building Vocabulary	
Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.	
6-3.1 Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.	TE: 19, 96, 116, 152, 176, 241; R1: 238, 340, 254, 264; R3: 63
6-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.	TE: 20-21, 201, 240; R1: 150, 256, 258, 266, 268, 270
6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.	TE: 13, 86, 90, 107B, 121, 170, 190, 214, 223, 244; R1: 272; R3:
6-3.4 Distinguish between the denotation and the connotation of a given word.	R1: 250
WRITING	
Developing Written Communications	
Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.	
6-4.1 Use prewriting techniques to organize written works.	TE: 24, 48, 76, 100, 124, 156, 178, 204, 232; R2: 16, 21, 26, 31, 36, 42, 46, 51, 56, 61, 67, 71, 76, 81, 86, 92, 96, 101, 106, 112, 116, 121, 126, 131, 136
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.	TE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 183, 206-107, 234-235, 248-249, 251-253; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TE: 46-49, 74-77, 98-101, 154-159, 178-181, 230-233, 250; R2: 39, 64, 89, 109; TS: 19, 20, 21, 24, 25, 26, 27, 30, 31, 32, 33, 38, 39, 42, 43, 44, 45, 48, 49, 50, 51, 54, 55, 56, 57, 60, 61, 62, 63, 66, 67, 68, 69; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18, 60

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6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).	TE: 102, 107A, 126, 131B, 234, 248-249; R2: 23, 38, 73, 162-197, 208-211; R3: 51
6-4.5 Use proofreading skills to edit for the correct use of written Standard American English: <ul style="list-style-type: none"> • the uses of the semicolon and • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences. 	TE: 27, 79, 103, 127, 159, 183, 205, 235; R1: 204; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137; S: The proofreading activity helps students transfer their spelling skills to writing activities; a list of alternate spellings will include common misspellings, as well as some sentences not containing any errors, requiring student to carefully read all of the words.
6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.	TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137
Producing Written Communications in a Variety of Forms	
Standard 6-5 The student will write for a variety of purposes and audiences.	
6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.	R2: 99, 102, 124
6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	TE: 46-49, 60, 136, 178-181, 218, 221, 230-233, 250; R2: 14, 19, 23, 24, 28, 29, 34, 38, 39; R3: 45, 68
6-5.3 Create written descriptions using precise language and vivid details.	TE: 196-199, 202-205, 250; R2: 44, 47, 49, 52, 54, 57, 59, 62, 64, 68; R3: 24, 29
6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.	TE: 122-125, 249; R2: 94, 99, 104, 109, 119
RESEARCHING	
Applying the Skills on Inquiry and Oral Communication	

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Standard 6-6 The student will access and use information from a variety of sources.	
6-6.1 Clarify and refine a research topic.	R2: 139-150
6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.	R2: 139-150
6-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.	R2: 147, 149
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Teacher may assess student ability to produce writing with vocabulary appropriate for the particular audience or purpose through the use of writing activities found throughout texts e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250
6-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.	TE: 164C, 166-175, 186, 188C, 190-199, 223, 246; R2: 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 43, 44, 47, 49, 52, 54, 57, 59, 62, 64, 68, 69, 72, 77, 84, 87, 89, 93, 94, 97, 99, 102, 104, 107, 109, 113, 124, 127, 134, 137
6-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.	N/A
6-6.7 Use a variety of print and electronic reference materials.	TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).

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<p>6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.</p>	<p>R2: 139-150</p>