

Scholastic's Read 180, Stage A
correlated to the
Louisiana English Language Arts Standards, Assessments, and Accountability
Grade-Level Expectations
Grade 3

| Louisiana English Language Arts Grade-Level Expectations | Scholastic's Read 180, Stage A Matches |
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| Reading and Responding | |
| Standard 1: | |
| 1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1) | rBook Teaching Guide: 20, 21, 201, 242 RDI Book 1-Reading Skills and Strategies: 256, 258, 266, 268 Topic Software Teaching Resources: 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 1.2. Level 3, 1.3 Level 3, 2.1 Level 3, 2.4 Level 3, 3.1 Level 2, 3.1 Level 3, 4.3 Level 3, 5.1 Level 3, 5.4 Level 2, 6.1 Level 3, 6.2 Level 3, 6.3 Level 3, 7.1 Level 2, 8. 1 Level 3, 8.3 Level 3, 9.1 Level 3, 9.4 Level 2, 9.4 Level 3 rSkills Test Book: Test 1, 2 & 3 |
| 2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules (ELA-1-E1) | rBook Teaching Guide: 8A, 32A, 56A, 84A, 108A, 132A, 164A, 188A, 212A RDI Book 1-Reading Skills and Strategies: 110, 113, 116, 119, 122, 125, 128, 131, 134, 137 Each of the reading components teach decoding and syllabication methods. |
| 3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1) | rBook Teaching Guide: 152, 176, 241 RDI Book 1-Reading Skills and Strategies: 240, 241 RDI Book 3-Strategies for English Language Learners: 63 rSkills Test: Tests 5 |
| 4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1) | rBook Teaching Guide: 20, 201, 240, 242 RDI Book 1-Reading Skills and Strategies: 256, 258 Topic Software Teaching Resources: 1.1 Level 3, 3.3 Level 2, 4.2 Level 3, 5.5 Level 2, 6.2 Level 3, 7.1 Level 3, 7.3 Level 3, 7.4 Level 3, 8.4 Level 3, 9.1 Level 3, 9.2 Level 3, 9.3 Level 3, 9.4 Level 3 rSkills Test Book: Tests 1, 2 & 3 |
| 5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1) | rBook Teaching Guide: 229, 243 RDI Book 1-Reading Skills and Strategies: 244, 252 rSkills Test: Tests 4 & 5 |
| 6. Determine meanings of unfamiliar words using a variety of strategies, including: | |

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| <ul style="list-style-type: none"> • knowledge of common antonyms, synonyms, homonyms, and homographs | <p><u>rBook Teaching Guide:</u> 44, 45, 200, 241, 243 <u>RDI Book 1-Reading Skills and Strategies:</u> 246, 247, 248, 249, 254, 255 <u>RDI Book 2-Writing and Grammar Strategies:</u> 63 <u>rSkills Test Book:</u> Tests 1, 3, & 5 <u>RDI Book 3-Strategies for English Language Learners:</u> 28</p> |
| <ul style="list-style-type: none"> • use of context clues | <p><u>rBook Teaching Guide:</u> 16, 19, 93, 96, 116 <u>RDI Book 1-Reading Skills and Strategies:</u> 238, 254 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69) <u>rSkills Test:</u> Tests 2</p> |
| <ul style="list-style-type: none"> • identification of base words and root words (ELA-1-E1) | <p><u>RDI Book 1-Reading Skills and Strategies:</u> 266, 268</p> |
| <p>7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)</p> | <p><u>rBook Teaching Guide:</u> 211A <u>RDI Book 1-Reading Skills and Strategies:</u> 318 <u>Topic Software Teaching Resources:</u> The <i>READ180</i> Software allows the student to select the speed at which each passage is read. <u>Paperbacks:</u> The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> |
| <p>8. Identify story elements including:</p> | |
| <ul style="list-style-type: none"> • theme | <p><u>rBook Teaching Guide:</u> 132F, 149, 227, 247, 248 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69)</p> |
| <ul style="list-style-type: none"> • conflict | <p><u>rBook Teaching Guide:</u> 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 336</p> |
| <ul style="list-style-type: none"> • character traits, feelings, and motivation (ELA-1-E4) | <p><u>rBook Teaching Guide:</u> 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248 <u>RDI Book 1-Reading Skills and Strategies:</u> 306, 307, 406 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69) <u>Topic Software Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68,</p> |

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| | 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) Paperbacks Teaching Resources: 20,000 Leagues Under the Sea (Resources - 59, 60, 103-108, 109); Treasure Island (Resources – 79, 80, 103-108, 109); How Tia Lola Came to Visit Stay (Resources – 89, 90, 103-108, 109) rSkills Test Book: Test 2, 3, & 5 |
| 9. Identify literary devices, including idioms and personification (ELA-1-E4) | rBook Teaching Guide: 13, 36, 56D, 68, 121, 137, 141, 151, 170, 192, 214, 223, 244, 248 RDI Book 1-Reading Skills and Strategies: 272, 274, 332-334 RDI Book 2-Writing and Grammar Strategies: 53 RDI Book 3-Strategies for English Language Learners: 59-60, 67 Audiobooks Teaching Resources: La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69) rSkills Test: Test 3 |
| 10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5) | rBook Teaching Guide: 18, 84C, 86-95, 106, 117, 187, 196, 197, 245 RDI Book 1-Reading Skills and Strategies: 294, 295, 398 RDI Book 2-Writing and Grammar Strategies: 73, 208, 209 Topic Software Teaching Resources: 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246; 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: |

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| | <p>146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251</p> <p><u>Audiobook Teaching Resources:</u> 34-35, 40-41, 43, 50, 62; Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> 44, 58, 76, 82, 96; Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 3 & 4</p> |
| <p>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)</p> | <p>Each instructional unit of the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background, and activate prior knowledge on the content.</p> <p><u>rBook Teaching Guide:</u> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 10, 12, 14, 16, 18, 34, 38, 40, 42, 62, 64, 66, 68, 70, 86, 88, 88, 90, 92, 94, 108, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p> <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 19-22</p> <p><u>Topic Software Teaching Resources:</u> Before reading each of the passages on the <i>READ180</i> Software, students view a short video to activate prior knowledge.</p> <p><u>Audiobooks Teaching Resources:</u> In the <i>READ180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and</p> |

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| | other comprehension strategies. |
| 12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7) | rBook Teaching Guide: 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A RDI Book 1-Reading Skills and Strategies: 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 Topic Software Teaching Resources: The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency. |
| 13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7) | Topic Software Teaching Resources: Students read along silently as the <i>READ180</i> Software passages are read and read Reading Zone and Success Zone passages silently. Audiobooks Teaching Resources: The Audiobooks give students the opportunity to read silently as the Narrator reads the book aloud. RDI Book 1-Reading Skills and Strategies: give students the opportunity to read silently. Test Taking Strategies Book: The lessons and practice from the reading tests strategies offer students an opportunity to read silently. |
| Standard 6: | |
| 14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1) | |
| 15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2) | rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| 16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3) | rBook Teaching Guide: Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| Standard 7: | |
| 17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: | |
| • sequencing events | rBook Teaching Guide: 32C, 34-43, 60, 68, 146, |

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| | <p>239 <u>RDI Book 1-Reading Skills and Strategies:</u> 290, 291, 395 <u>Topic Software Teaching Resources:</u> 1.2: 74-76, 181-182, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.2: 158-160, 237-238, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobooks Teaching Resources:</u> The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109) <u>Test Taking Strategies:</u> 36-37 <u>rSkills Test Book:</u> Tests 1 & 2</p> |
| <ul style="list-style-type: none"> making predictions using information from texts | <p><u>rBook Teaching Guide:</u> 132 <u>RDI Book 1-Reading Skills and Strategies:</u> 319, 413 <u>Audiobook Teaching Resources:</u> Favorite Greek Myths – 10 (Resources – 30, 31-32, 63-68, 69) <u>Test Taking Strategies:</u> 16-17</p> |
| <ul style="list-style-type: none"> making simple inferences and drawing conclusions about information in texts | <p><u>rBook Teaching Guide:</u> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246 <u>RDI Book 1-Reading Skills and Strategies:</u> 302, 303, 405 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100,</p> |

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| | <p>197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); La Mariposa – 8, 14, 19, 31 (Resources – 51, 52-53, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), Favorite Greek Myths – 9 (Resources – 30, 31-32, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> The Torch Runner (Resources – 57, 58, 103-108, 109); The Story of Harriet Tubman, Conductor of the Underground Railroad (99, 100, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Test 5</p> |
| <ul style="list-style-type: none"> comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts | <p><u>rBook Teaching Guide:</u> 188C, 190-199, 223, 246</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 298, 299, 401</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 2.4: 92-94, 193-194, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 5.2: 112-124, 213-214, 251; 6.2: 134-136, 221-222, 251; 7.2: 146-148, 229-230, 251; 7.4: 152-154, 233-234, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 9.1: 167-169, 243-244, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69), I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Take the Court</p> |

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| | (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109) <u>Test Taking Strategies:</u> 34-35 <u>rSkills Test Book:</u> Tests 4 & 5 |
| <ul style="list-style-type: none"> distinguishing between a main idea and a summary | <p>The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 18, 84C, 86-95, 106, 117, 187, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 294, 295, 398 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; ; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.4: 164-166, 241-242, 251; 9.2: 170-172, 245-246, 251; <u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69) Favorite Greek Myths 9, 15, 19, 20 (Resources – 30, 31-32, 63-68, 69) I Thought My Soul Would Rise and Fly – 7, 61, 109 (Resources – 36, 37-38, 67-68, 69) The Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69), La Mariposa – 10 (Resources – 51, 52-53, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109) <u>rSkills Test Book:</u> Tests 3 & 4</p> |
| <ul style="list-style-type: none"> identifying main ideas of texts (ELA-7-E1) | <u>rBook Teaching Guide:</u> 8C, 10-19, 41, 245 <u>RDI Book 1-Reading Skills and Strategies:</u> 292, |

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| | <p>293, 396, 397</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251, 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.2: 112-124, 213-214, 251; 5.3: 125-127, 215-216, 251; 5.4: 128-130, 217-218, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.2: 158-160, 237-238, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p><u>rSkills Test Book:</u> Tests 1 & 2</p> |
| 18. Explain chosen solutions to problems in texts (ELA-7-E2) | <p>The Following Provides Opportunities to Meet this objective:</p> <p><u>rBook Teaching Guide:</u> 108C, 110-119, 167, 240</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 300, 301, 402, 403</p> <p><u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; ; 2.1: 83-85, 187-188, 251, 2.2: 86-88, 189-190, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, 195-196, 251; 3.2: 98-100, 197-198, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.4: 116-118, 209-</p> |

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| | 210, 251; 5.2: 112-124, 213-214, 251; 6.1: 131-133, 219-220, 251; 6.2: 134-136, 221-222, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.4: 152-154, 233-234, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.2: 170-172, 245-246, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251 <u>Audiobooks Teaching Resources:</u> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69) <u>Paperbacks Teaching Resources:</u> Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster, David Copperfield (Resources – 85, 86, 103-108, 109) <u>rSkills Test Book:</u> Test 3 |
| 19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3) | <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| 20. Explain the author's viewpoint using information from the text (ELA-7-E3) | <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. |
| 21. Apply basic reasoning skills, including: | |
| <ul style="list-style-type: none"> • identifying differences between fact and opinion | <u>rBook Teaching Guide:</u> 52, 81, 104, 223 <u>RDI Book 1-Reading Skills and Strategies:</u> 322 |
| <ul style="list-style-type: none"> • skimming and scanning texts to locate specific information | <u>RDI Book 1-Reading Skills and Strategies:</u> 315 |
| <ul style="list-style-type: none"> • identifying multiple causes and/or effects in texts and life situations | The Following Provides Opportunities to Meet this Objective: <u>rBook Teaching Guide:</u> 158C, 160-169, 191, 240 <u>RDI Book 1-Reading Skills and Strategies:</u> 296, 297, 399, 400 <u>Topic Software Teaching Resources:</u> 1.1: 71-73, 179-180, 251; 1.2: 74-76, 181-182, 251; 1.3: 77-79, 183-184, 251; 1.4: 80-82, 185-186, 251; 2.3: 89-91; 191-192, 251; 2.4: 92-94, 193-194, 251; 3.1: 95-97, |

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| | <p>195-196, 251; 3.2: 98-100, 197-198, 251; 3.3: 101-103, 199-200, 251; 3.4: 104-106, 201, 202, 251; 4.1: 107-109, 203-204, 251; 4.2: 110-112, 205-206, 251; 4.3: 113-115, 207-208, 251; 4.4: 116-118, 209-210, 251; 5.1: 119-121, 211-212, 251; 5.3: 125-127, 215-216, 251; 6.1: 131-133, 219-220, 251; 6.3: 137-139, 223-224, 251; 6.4: 140-142, 225-226, 251; 7.1: 143-145, 227-228, 251; 7.2: 146-148, 229-230, 251; 7.3: 149-151, 231-232, 251; 8.1: 155-157, 235-236, 251; 8.3: 161-163, 239-240, 251; 8.4: 164-166, 241-242, 251; 9.1: 167-169, 243-244, 251; 9.3: 173-175, 247-248, 251; 9.4: 176-178, 249-250, 251</p> <p><u>Audiobooks Teaching Resources:</u> Beautiful Warrior – 11, 20, 39, (Resources - 27, 28-29, 63-68, 69); Last Place Sports of Jeremy Bloom – 3, 50, 70, 90 (Resources – 45, 46-47, 63-68, 69); The Magnificent Mummy Maker – 11, 43, 114 (Resources – 48, 49-50, 63-68, 69); The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Ricky Riccota’s Mighty Robot vs. the Mecha-Monkeys from Mars (Resources – 71, 72, 103-108, 109); Adventures of the Shark Lady: Eugenie Clark Around the World (Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109)</p> <p><u>Test Taking Strategies:</u> 34-35</p> <p><u>rSkills Test Book:</u> Tests 4 & 5</p> |
| <ul style="list-style-type: none"> raising questions to obtain clarification and/or direct investigation | <p><u>rBook Teaching Guide:</u> 239A</p> <p>Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> |
| <ul style="list-style-type: none"> connecting what is learned to real-life situations (ELA-7-E4) | <p>Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> |
| Writing | |

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| Standard 2: | |
| 22. Write compositions of two or more paragraphs that are organized with the following: | |
| <ul style="list-style-type: none"> • a central idea | Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| <ul style="list-style-type: none"> • a logical, sequential order | Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| <ul style="list-style-type: none"> • supporting details that develop ideas | Selected Examples Include: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| <ul style="list-style-type: none"> • transitional words within and between paragraphs (ELA-2-E1) | The Following Selected Matches Support this Objective: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| 23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2) | <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| 24. Develop compositions of two or more paragraphs using writing processes such as | |

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| the following: | |
| <ul style="list-style-type: none"> selecting a topic | rBook Teaching Guide: 24, 48, 76, 100, 124, 156, 178, 204, 232 |
| <ul style="list-style-type: none"> prewriting using strategies such as brainstorming, locating information, and generating graphic organizers | rBook Teaching Guide: 23, 47, 75, 99, 123, 155, 179, 203, 231 |
| <ul style="list-style-type: none"> drafting | rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 |
| <ul style="list-style-type: none"> conferencing with teachers | The Following Provides Opportunities to Meet this Objective: rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 |
| <ul style="list-style-type: none"> revising and proofreading | rBook Teaching Guide: 25, 27, 49, 77, 79, 101, 103, 125, 127, 157, 159, 181, 183, 205, 233, 235 RDI Book 1-Reading Skills and Strategies: 204 RDI Book 2-Writing and Grammar Strategies: 214-221 |
| <ul style="list-style-type: none"> creating a final draft for publication (ELA-2-E3) | rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250 |
| 25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4) | rBook Teaching Guide: 46-49, 178-181, 196-199, 202-205, 230-233, 250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 44-47, 49-52, 54-57, 59-62, 64-68 Topic Software Teaching Resources: 50, 56, 66, 80, 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 Audiobook Teaching Resources: 28, 31, 52-53 Paperbacks Teaching Resources: 46, 52, 60, 80, 82, 96, 191 |
| 26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5) | The Following Supports this Objective: rBook Teaching Guide: 13, 22-25, 46-49, 74-77, 98-101, 121, 170, 178-181, 214, 223, 230-233, 244, 249-250 RDI Book 1-Reading Skills and Strategies: 272, 333 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74- |

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| | 77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>RDI Book 3-Strategies for English Language Learners</u> 67 <u>rSkills Test:</u> Test 3 <u>Test-Taking Strategies:</u> 56-59 |
| 27. Write for various purposes, including: | |
| <ul style="list-style-type: none"> informal letters using appropriate letter format | <u>RDI Book 2-Writing and Grammar Strategies:</u> 119-122, 129-132 <u>Topic Software Teaching Resources:</u> 192, 196, 205-206, 229, 239, 243 <u>Audiobook Teaching Resources:</u> 55, 64 <u>Paperbacks Teaching Resources:</u> 46, 48, 60, 70, 72, 86, 90, 100, 102, 104 |
| <ul style="list-style-type: none"> book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6) | <u>RDI Book 2-Writing and Grammar Strategies:</u> 84-87, 99-102 <u>Topic Software Teaching Resources:</u> 180, 222, 248 <u>Audiobook Teaching Resources:</u> 63, 65 <u>Paperbacks Teaching Resources:</u> 58, 88, 94, 103, 105 |
| Writing/Proofreading | |
| Standard 3: | |
| 28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1) | The Following Supports this Objective: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59 |
| 29. Use standard English punctuation, including: | |
| <ul style="list-style-type: none"> commas to separate phrases in a series | <u>RDI Book 2-Writing and Grammar Strategies:</u> 206, 207 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| <ul style="list-style-type: none"> commas to separate parts of addresses (ELA-3-E2) | <u>RDI Book 2-Writing and Grammar Strategies:</u> 128 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout |

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| | the program, provide opportunities for students to meet this standard. |
| 30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2) | <u>RDI Book 2-Writing and Grammar Strategies:</u> 154, 155, 162, 163 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| 31. Write using standard English structure and usage, including: | |
| <ul style="list-style-type: none"> • avoiding run-on sentences | <u>rBook Teaching Guide:</u> 78, 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 210, 211 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| <ul style="list-style-type: none"> • using verbs in the future tense | <u>RDI Book 2-Writing and Grammar Strategies:</u> 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| <ul style="list-style-type: none"> • making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3) | <u>rBook Teaching Guide:</u> 158, 248 <u>RDI Book 2-Writing and Grammar Strategies:</u> 178-179 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| 32. Apply knowledge of parts of speech in writing, including: | |
| <ul style="list-style-type: none"> • using standard future verb tenses | The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard. |
| <ul style="list-style-type: none"> • using a variety of conjunctions, such as although, since, until, and while, in constructing sentences | <u>RDI Book 2-Writing and Grammar Strategies:</u> 73, 208, 209 The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout |

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| | the program, provide opportunities for students to meet this standard. |
| <ul style="list-style-type: none"> using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions | <p><u>rBook Teaching Guide:</u> 159, 250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 162, 163, 164, 165, 182, 183</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| <ul style="list-style-type: none"> identifying and using irregular plural nouns correctly | <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| <ul style="list-style-type: none"> using first-, second-, and third-person pronouns correctly | <p><u>rBook Teaching Guide:</u> 180, 249 <u>RDI Book 2-Writing and Grammar Strategies:</u> 180, 181</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| <ul style="list-style-type: none"> selecting and using adverbs that modify according to time, place, manner, and degree | <p><u>RDI Book 2-Writing and Grammar Strategies:</u> 162, 163, 164, 165, 182, 183</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| <ul style="list-style-type: none"> identifying and using irregular verb tenses (ELA-3-E4) | <p><u>rBook Teaching Guide:</u> 131B <u>RDI Book 2-Writing and Grammar Strategies:</u> 170, 171, 176, 177</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p> |
| 33. Spell grade-appropriate words, including: | |
| <ul style="list-style-type: none"> multisyllabic words made up of both base words and roots and common prefixes and suffixes | <p>The Following Matches Support this Objective: <u>rBook Teaching Guide:</u> 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 <u>RDI Book 2-Writing and Grammar Strategies:</u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 <u>Test-Taking Strategies:</u> 56-59</p> |

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| <ul style="list-style-type: none"> • compound words | <p>The Following Matches Support this Objective: rBook Teaching Guide: 22-25, 46-49, 74-77, 97-101, 178-181, 230-233, 244, 249-250 RDI Book 1-Reading Skills and Strategies: 236 Topic Software Teaching Resources: 5.2 Level 3, 8.1 Level 3, 9.4 Level 1</p> |
| <ul style="list-style-type: none"> • common homophones (ELA-3-E5) | <p>The Following Support this Objective: rBook Teaching Guide: 72, 73, 120, 244 RDI Book 1-Reading Skills and Strategies: 242 Topic Software Teaching Resources: 5.3 Level 3, 7.4 Level 3, 9.1 Level 1 rSkills Test: Tests 2 & Tests 3</p> |
| <p>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing -y to -i (ELA-3-E5)</p> | <p>The Following Support this Objective: rBook Teaching Guide: 22-25, 46-49, 74-77, 98-101, 178-181, 230-233, 249-250 RDI Book 2-Writing and Grammar Strategies: 14-17, 19-22, 24-27, 29-32, 34-37, 39-43, 69-72, 74-77, 79-82, 84-87, 89-93, 99-102, 119-122, 129-132 Test-Taking Strategies: 56-59 Topic Software Teaching Resources: 1.3 Level 3, 8.4 Level 2</p> |
| <p>35. Alphabetize to the third letter (ELA-3-E5)</p> | |
| <p>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)</p> | <p>The Following Matches Provide Opportunities to Meet this Objective: rBook Teaching Guide: 27, 79, 103, 127, 159, 183, 205, 235 RDI Book 1-Reading Skills and Strategies: 204 RDI Book 2-Writing and Grammar Strategies: 214-221</p> |
| <p>Speaking and Listening</p> <p>Standard 4:</p> | |
| <p>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)</p> | <p>The Following Provide Opportunities to Meet this Objective: RDI Book 3-Strategies for English Language Learners: 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> |
| <p>38. Give and follow precise directions and instructions (ELA-4-E2)</p> | |
| <p>39. Tell a complex story that includes the following:</p> | |

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| <ul style="list-style-type: none"> • a central idea | |
| <ul style="list-style-type: none"> • ideas and details organized chronologically (ELA-4-E3) | |
| 40. Give rehearsed oral presentations that include the following: | |
| <ul style="list-style-type: none"> • expression of an opinion about a text, topic, or idea | The Following Provides Opportunities to Meet this Objective: <u>RDI Book 2-Writing and Grammar Strategies:</u> 99-102 |
| <ul style="list-style-type: none"> • relevant facts and details from multiple sources (ELA-4-E4) | |
| 41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4) | |
| 42. Use active listening strategies, including: | |
| <ul style="list-style-type: none"> • asking questions and responding to ideas/opinions | <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 24, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69 |
| <ul style="list-style-type: none"> • giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5) | <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. <u>RDI Book 3-Strategies for English Language Learners:</u> 21, 23, 24, 25, 27, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 54, 55, 56, 57, 59, 61, 62, 64, 65, 68, 69 |
| 43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6) | |
| 44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7) | <u>rBook Teaching Guide:</u> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading unit, provide opportunities to support this standard with Small |

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| | Group and Whole Group discussion of the text. |
| Information Resources | |
| Standard 5: | |
| 45. Locate information using organizational features of a variety of resources, including: | |
| <ul style="list-style-type: none"> • electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features | <p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p> |
| <ul style="list-style-type: none"> • printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings | <p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p> |
| <ul style="list-style-type: none"> • the Dewey Decimal system | <p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p> |
| <ul style="list-style-type: none"> • electronic and online catalogs (ELA-5-E1) | |
| 46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2) | <p>The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés,</p> |

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| 47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2) | etc.), poetry and research. The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| 48. Use keywords to take notes from written sources (ELA-5-E3) | The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| 49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3) | The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| 50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4) | The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| 51. Use simple bibliographic information to cite source (ELA-5-E5) | The Following Provides Opportunities to Meet this Objective: The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a |

**Scholastic's Read 180, Stage A
correlated to the
Louisiana English Language Arts Standards, Assessments, and Accountability
Grade-Level Expectations
Grade 3**

| Louisiana English Language Arts Grade-Level Expectations | Scholastic's Read 180, Stage A Matches |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research. |
| 52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6) | rBook Teaching Guide: 18, 43, 94, 105, 118, 199 <u>RDI Book 1-Reading Skills and Strategies:</u> 326, 327 |