

**Scholastic's Read 180, Stage A  
Correlated to the  
Texas Essential Knowledge and Skills  
Grade 5**

Texas Essential Knowledge and Skills	Scholastic's Read 180, Stage A Matches
<b>§110.7. English Language Arts and Reading,</b>	
(b) Knowledge and skills.	
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Introduction, Speech <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107 <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(B) eliminate barriers to effective listening (4-8); and	The Following Matches Provide Opportunities to Meet this Objective:

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	<p>Listening/Speaking <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Write an Introduction, Speech <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107 <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p>
(C) understand the major ideas and supporting evidence in spoken messages (4-8).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Introduction, Speech</p>

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	<p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107 <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Discussion <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Listening <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Discussion</p>

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	<p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Write an Introduction, Speech  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>  104-107  <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32  <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245  <b><u>Audiobook Teaching Resources:</u></b> 56</p>
(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Introduction, Speech  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>  104-107  <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32  <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245  <b><u>Audiobook Teaching Resources:</u></b> 56</p>

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	<p>Discussion <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(C) distinguish between the speaker's opinion and verifiable fact (4-8); and	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking <b>RDI Book 3-Strategies for English Language Learners:</b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Listening <b>RDI Book 3-Strategies for English Language Learners:</b> 24, 25, 29, 30, 36, 42, 44, 48, 49, 55, 56, 65</p> <p>Discussion <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Write an Introduction, Speech <b>RDI Book 2-Writing and Grammar Strategies:</b> 104-107 <b>Topic Software Teaching Resources:</b> 222, 228</p> <p>Create an Interview <b>RDI Book 3-Strategies for English Language Learners:</b> 32</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245  <b><u>Audiobook Teaching Resources:</u></b> 56</p>
<p>(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Listening/Speaking  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p>Write an Introduction, Speech  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107  <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p> <p>Create an Interview  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32  <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245  <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Discussion  <b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
<p>(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:</p>	
<p>(A) listen to proficient, fluent models of oral reading,</p>	<p>Read With Expression  <b><u>rBook Teaching Guide:</u></b> 83A</p>

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including selections from classic and contemporary works (4-8);	<p>Read With Natural and Consistent Pace <b><u>rBook Teaching Guide:</u></b> 163A, 187A</p> <p>Oral Reading <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 160, 161 <b><u>Topic Software Teaching Resources:</u></b> After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p>
(B) describe how the language of literature affects the listener (4-5); and	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Writing a Book Review <b><u>Audiobook Teaching Resources:</u></b> 63 <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Respond to Ideas and Issues <b><u>rBook Teaching Guide:</u></b> 74-77, 250 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 219, 221, 231-233 <b><u>Audiobook Teaching Resources:</u></b> 41,44 <b><u>Paperbacks Teaching Resources:</u></b> 44, 48, 52, 60, 62, 66, 70, 78</p>
(C) assess how language choice and delivery affect the tone of the message (4-5).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p>

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	<p>Writing an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52 <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Persuasive Writing <b><u>Test-Taking Strategies:</u></b> 106-108</p>
<p>(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	
<p>(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);</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. <b><u>rBook Teaching Guide:</u></b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 193, 198, 217 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge.</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. <b><u>rBook Teaching Guide:</u></b> 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,</p>

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	<p>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><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p> <p><b><u>Topic Software Teaching Resources:</u></b> Before reading each of the passages on the <i>READ180</i> Software, students view a short video to activate prior knowledge.</p> <p><b><u>Audiobooks Teaching Resources:</u></b> In the <i>READ180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p>
(B) compare oral traditions across regions and cultures (4-8); and	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages,</p>

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	Audiobooks, and Paperbacks.
(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Opinion  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u>            94-97  <u><b>Topic Software Teaching Resources:</b></u> 196, 207, 210, 225, 230, 234  <u><b>Audiobook Teaching Resources:</b></u> 29, 31, 43-45, 49, 52  <u><b>Paperbacks Teaching Resources:</b></u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u>            84-87  <u><b>Topic Software Teaching Resources:</b></u> 180, 222, 248  <u><b>Audiobook Teaching Resources:</b></u> 65  <u><b>Paperbacks Teaching Resources:</b></u> 58, 88, 94, 105</p> <p>Write an Argument  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u>            104-107, 109-113  <u><b>Topic Software Teaching Resources:</b></u> 196, 237  <u><b>Paperbacks Teaching Resources:</b></u> 48, 54, 66</p> <p>Write an Introduction, Speech  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u>            104-107  <u><b>Topic Software Teaching Resources:</b></u> 222, 228</p>
(B) demonstrate effective	The Following Selected Matches Provide

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<p>communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);</p>	<p>Opportunities to Meet this Objective:</p> <p>Create an Interview  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32  <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245  <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Write an Opinion  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97  <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234  <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52  <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87  <b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248  <b><u>Audiobook Teaching Resources:</u></b> 65  <b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write an Argument  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107, 109-113  <b><u>Topic Software Teaching Resources:</u></b> 196, 237  <b><u>Paperbacks Teaching Resources:</u></b> 48, 54, 66</p> <p>Write an Introduction, Speech  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107  <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p>
<p>(C) present dramatic interpretations of experiences, stories, poems,</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p>

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<p>or plays to communicate (4-8);</p>	<p>Write Song Lyrics, Poems <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 134-137 <b><u>Audiobook Teaching Resources:</u></b> 34-35, 47 <b><u>Paperbacks Teaching Resources:</u></b> 48</p> <p>Write an Essay / Paragraph <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 39, 64, 89, 109 <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80 <b><u>Paperbacks Teaching Resources:</u></b> 56, 82</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52 <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
<p>(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52 <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50,</p>

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	<p>54, 70, 78, 92, 102</p> <p>Write an Article, News Report <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87 <b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248 <b><u>Audiobook Teaching Resources:</u></b> 65 <b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write an Argument <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107, 109-113 <b><u>Topic Software Teaching Resources:</u></b> 196, 237 <b><u>Paperbacks Teaching Resources:</u></b> 48, 54, 66</p> <p>Write an Introduction, Speech <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107 <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p>
(E) give precise directions and instructions such as for games and tasks (4-5); and	
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Create an Interview <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 32 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 243-245 <b><u>Audiobook Teaching Resources:</u></b> 56</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Write an Article, News Report <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87 <b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248 <b><u>Audiobook Teaching Resources:</u></b> 65 <b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write an Argument <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107, 109-113 <b><u>Topic Software Teaching Resources:</u></b> 196, 237 <b><u>Paperbacks Teaching Resources:</u></b> 48, 54, 66</p>
(6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	<p>Selected Examples Include:</p> <p>Consonant Sounds and Spellings <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 101, 104, 122, 147, 218, 219 <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 2, 1.3, Level 1, 2.3 Level 2, 2.3 Level 3, 2.3 Level 3, 2.4 Level 3, 4.1 Level 1, 4.4 Level 1, 4.2 Level 2, 4.3 Level 2, 5.1, Level 3, 5.4 Level 3, 6.1 Level 2, 7.3 Level 3, 7.4 Level 1, 9.3 Level 1</p> <p>Context Clues <b><u>rBook Teaching Guide:</u></b> 16, 19, 93, 96, 116 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 238, 254 <b><u>Audiobook Teaching Resources:</u></b> Favorite Greek Myths – 13, 17, 18 (Resources – 30, 31-32, 63-68, 69), La Mariposa – 5 (Resources – 51, 52-53, 63-68, 69), <b><u>rSkills Test:</u></b> Tests 2</p>

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	<p>Identify Vocabulary  <b>rBook Teaching Guide:</b> 9, 33, 57, 85, 109, 133, 165, 189, 213  <b>RDI Book 1-Reading Skills and Strategies:</b> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276  <b>Topic Software Teaching Resources:</b> Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.  <b>Audiobooks Teaching Resources</b> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</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>
(B) use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6); and	<p>The Following Matches Support this Objective:</p> <p>Suffixes  <b>rBook Teaching Guide:</b> 21, 201, 240  <b>RDI Book 1-Reading Skills and Strategies:</b> 258  <b>Topic Software Teaching Resources:</b> 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  <b>rSkills Test Book:</b> Test 1, 2 &amp; 3</p> <p>Prefixes  <b>rBook Teaching Guide:</b> 20, 242</p>

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	<p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 256  <b><u>Topic Software Teaching Resources:</u></b> 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  <b><u>rSkills Test Book:</u></b> Test 1</p>
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	<p>Use Resources to Determine Word Meaning  <b><u>rBook Teaching Guide:</u></b> 229, 243  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 244, 252  <b><u>rSkills Test:</u></b> Tests 4 &amp; 5</p>
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);	<p>The Following Matches Support this Objective:   Read instructional-level books  <b><u>rBook Teaching Guide:</u></b> The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to support this standard.  <b><u>Topic Software Teaching Resources:</u></b> The <i>READ180</i> Software gives the students experience in reading instructional-level materials that are challenging but manageable.  <b><u>Audiobook Teaching Resources:</u></b> As the students read along with the Audiobooks, they experience reading instructional-level materials that are challenging but manageable.</p>
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for	<p>The Following Matches Support this Objective:   Read instructional-level books  <b><u>rBook Teaching Guide:</u></b> The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are</p>

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the reader; a "typical" 5th grader reads approximately 100 wpm) (5);	sequenced in order of increasing difficulty, and provide opportunities to support this standard. <b><u>Topic Software Teaching Resources:</u></b> The <i>READ180</i> Software gives the students experience in reading instructional-level materials that are challenging but manageable. <b><u>Audiobook Teaching Resources:</u></b> As the students read along with the Audiobooks, they experience reading instructional-level materials that are challenging but manageable.
(C) demonstrate characteristics of fluent and effective reading (4-6);	Read Connected Text with Fluency <b><u>rBook Teaching Guide:</u></b> 31A, 55A, 67, 83A, 107A, 131B, 145, 151, 163A, 187A, 211A, 239A <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 160, 161, 162, 163, 164, 168, 172, 176, 180, 166, 167, 170, 175, 171, 174, 178, 179, 182, 183 <b><u>Topic Software Teaching Resources:</u></b> The <i>Read180</i> Software models fluent reading and gives students experience in reading with fluency.
(D) adjust reading rate based on purposes for reading (4-8);	Adjust Reading Rate <b><u>rBook Teaching Guide:</u></b> 211A <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 318 <b><u>Topic Software Teaching Resources:</u></b> The <i>READ180</i> Software allows the student to select the speed at which each passage is read. <b><u>Paperbacks:</u></b> The students read the Paperbacks independently, allowing them to adjust their reading rate.
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Read With Expression <b><u>rBook Teaching Guide:</u></b> 83A  Read With a Natural and Consistent Pace <b><u>rBook Teaching Guide:</u></b> 163A, 187A  Oral Reading <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 160, 161

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	<p><b><u>Topic Software Teaching Resources:</u></b> After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p>
(F) read silently with increasing ease for longer periods (4-8).	<p>Silent Reading</p> <p><b><u>Topic Software Teaching Resources:</u></b> Students read along silently as the <i>READ180</i> Software passages are read and read Reading Zone and Success Zone passages silently.</p> <p><b><u>Audiobooks Teaching Resources:</u></b> The Audiobooks give students the opportunity to read silently as the Narrator reads the book aloud.</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> give students the opportunity to read silently.</p> <p><b><u>Test Taking Strategies Book:</u></b> The lessons and practice from the reading tests strategies offer students an opportunity to read silently.</p>
(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	
(A) read classic and contemporary works (2-8);	<p>Selected Examples Include:</p> <p>Read Graphic Classics</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Demeter and Persephone, 20,000 Leagues Under the Sea, Treasure Island, David Copperfield</p> <p>Nonfiction-General</p> <p><b><u>rBook Teaching Guide:</u></b> Pet Tiger Attack 166; Wild Pets 168-170</p> <p>Nonfiction-Science</p> <p><b><u>rBook Teaching Guide:</u></b> The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Buzz! A Book</p>

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	<p>About Insects, Screech! A Book About Bats Nonfiction-Social Studies <b>rBook Teaching Guide:</b> Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 <b>Paperbacks Teaching Resources:</b> Finding the Titanic</p>
<p>(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and</p>	<p>Selected Examples Include:</p> <p>Read a Magazine Article <b>rBook Teaching Guide:</b> Bugs vs. Burgers 192-194; Girl Fight 88-90; The Gory Art of Mummy-Making 112-114; Smoke Jumpers 12-14; Wild Pets 168-170</p> <p>Read a Newspaper Article <b>rBook Teaching Guide:</b> Food Fight: Chefs vs. Kids 190; Pet Tiger Attack 166</p> <p>Nonfiction-General <b>rBook Teaching Guide:</b> Pet Tiger Attack 166; Wild Pets 168-170</p> <p>Nonfiction-Science <b>rBook Teaching Guide:</b> The Gory Art of Mummy-Making 112-114; Veterinary Technician 184; Zoos Go Wild! 172-175 <b>Paperbacks Teaching Resources:</b> Buzz! A Book About Insects, Screech! A Book About Bats Nonfiction-Social Studies <b>rBook Teaching Guide:</b> Ancient Egypt: Unlocking the Past 116-119; The Gory Art of Mummy-Making 112-114; Heroes for Equality 214; History of Immigration 38-42 <b>Paperbacks Teaching Resources:</b> Finding the Titanic</p>
<p>(C) read for varied purposes such as to be informed, to be entertained, to appreciate the</p>	<p>Read to Accomplish Various Purposes <b>Audiobook Teaching Resources:</b> The <i>Read180</i> Audiobooks are authentic literature titles</p>

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<p>writer's craft, and to discover models for his/her own writing (4-8).</p>	<p>accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected. <b><u>Paperbacks Teaching Resources:</u></b> Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice to read to accomplish various purposes, both assigned and self-selected.</p>
<p>(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p>	
<p>(A) develop vocabulary by listening to selections read aloud (4-8);</p>	<p>Develop Vocabulary by Listening <b><u>Audiobooks Teaching Resources:</u></b> The <i>Read180</i> Audiobooks are authentic literature titles accompanied by audiocassettes that provide opportunities for students to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</p>
<p>(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);</p>	<p>Multiple-Meaning Words <b><u>rBook Teaching Guide:</u></b> 152, 176, 241 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 240, 241 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 63 <b><u>rSkills Test:</u></b> Tests 5</p> <p>Figurative Language <b><u>rBook Teaching Guide:</u></b> 36, 137, 141, 192, 248 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 274 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 59, 60, 67</p> <p>Simile <b><u>rBook Teaching Guide:</u></b> 248</p>

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	<p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 53</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 60</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 334</p> <p>Mood <b><u>rBook Teaching Guide:</u></b> 68, 56D, 151, 248 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 332</p> <p>Symbolism <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 334 <b><u>Audiobook Teaching Resources:</u></b> La Mariposa – 21 (Resources – 51, 52-53, 63-68, 69)</p> <p>Personification <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 333</p> <p>Onomatopoeia <b><u>rBook Teaching Guide:</u></b> 248</p> <p>Metaphor <b><u>rBook Teaching Guide:</u></b> 248 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 53</p> <p>Idioms <b><u>rBook Teaching Guide:</u></b> 13, 121, 170, 214, 223, 244 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 272 <b><u>RDI Book 3-Strategies for English Language Learners</u></b> 67 <b><u>rSkills Test:</u></b> Test 3</p>
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	<p>Use Resources to Determine Word Meaning <b><u>rBook Teaching Guide:</u></b> 229, 243 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 244, 252</p>

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	<b>rSkills Test:</b> Tests 4 & 5
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8); and	<p>Suffixes <b>rBook Teaching Guide:</b> 21, 201, 240 <b>RDI Book 1-Reading Skills and Strategies:</b> 258 <b>Topic Software Teaching Resources:</b> 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 <b>rSkills Test Book:</b> Test 1, 2 &amp; 3</p> <p>Prefixes <b>rBook Teaching Guide:</b> 20, 242 <b>RDI Book 1-Reading Skills and Strategies:</b> 256 <b>Topic Software Teaching Resources:</b> 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 <b>rSkills Test Book:</b> Test 1</p> <p>Roots <b>RDI Book 1-Reading Skills and Strategies:</b> 266, 268</p>
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	<p>Content Area Vocabulary <b>rBook Teaching Guide:</b> 8D, 32D, 56D, 56F, 84D, 108D, 132F, 164D, 188D, 212D, 242, T46 Because of the varied content in the passages in the <i>READ180</i> Software, Paperbacks and Audiobooks, students are introduced to a broad range of content-area vocabulary.</p> <p>Identify Vocabulary <b>rBook Teaching Guide:</b> 9, 33, 57, 85, 109, 133, 165, 189, 213 <b>RDI Book 1-Reading Skills and Strategies:</b> 236, 288, 240, 242, 244, 246, 248, 250, 252, 254, 256,</p>

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	<p>258, 260, 262, 264, 266, 268, 270, 272, 274, 276</p> <p><b><u>Topic Software Teaching Resources:</u></b> Each segment of the <i>READ180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p><b><u>Audiobooks Teaching Resources</u></b> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>
<p>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	
<p>(A) use his/her own knowledge and experience to comprehend (4-8);</p>	<p>Activate Prior Knowledge</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><b><u>rBook Teaching Guide:</u></b> 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><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson gives discussion and display ideas for establishing background and activating prior knowledge</p> <p><b><u>Topic Software Teaching Resources:</u></b> Before reading each of the passages on the <i>READ180</i> Software, students view a short video to activate prior knowledge.</p> <p><b><u>Audiobooks Teaching Resources:</u></b> In the</p>

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	<i>READ180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	<p>Set Purpose  <b>rBook Teaching Guide:</b> 58, 60, 62, 64, 66, 68, 70, 92, 110, 112, 118, 136, 138, 140, 142, 144, 146, 148, 150  <b>RDI Book 1-Reading Skills and Strategies:</b> Each lesson contains a <i>Build Background</i> section, which helps students to form mental models and set purpose for reading the selection.  <b>Topic Software Teaching Resources:</b> The video segments shown before each <i>READ180</i> Topic CD passage set the purpose for reading.</p>
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	<p>Selected Examples Include:</p> <p>Reread  <b>rBook Teaching Guide:</b> 67, 151  <b>RDI Book 1-Reading Skills and Strategies:</b> 318  <b>Audiobook Teaching Resources:</b> Beautiful Warrior – 6, 25, 30 (Resources – 27, 28-29, 63-68, 69), The Journal of Joshua Loper – 33, 52 (Resources – 42, 43-44, 63-68, 69), The Ostrich Chase – 15 (Resources – 57, 58-59, 63-68, 69)  <b>Test Taking Strategies Book:</b> Lessons and Practice Tests give students the opportunity to practice and apply self-monitoring strategies.</p> <p>Use Resources to Determine Word Meaning  <b>rBook Teaching Guide:</b> 229, 243  <b>RDI Book 1-Reading Skills and Strategies:</b> 244, 252  <b>rSkills Test:</b> Tests 4 &amp; 5</p> <p><b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide</p>

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	<p>opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Each reading passage provides an opportunity for group discussion. Collaborative learning is also achieved through supplemental resources and peer assessments.</p>
(D) describe mental images that text descriptions evoke (4-8);	<p>Visualize <b>rBook Teaching Guide:</b> 14, 38, 116, 218 <b>RDI Book 1-Reading Skills and Strategies:</b> 318 Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p>
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	<p>Selected Examples Include:</p> <p>Sequence of Events <b>rBook Teaching Guide:</b> 32C, 34-43, 60, 68, 146, 239 <b>RDI Book 1-Reading Skills and Strategies:</b> 290, 291, 395 <b>Topic Software Teaching Resources:</b> <b>1.2:</b> 74-76, 181-182, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251 <b>Audiobooks Teaching Resources:</b> The Magnificent Mummy Maker – 11, 43, 114</p>

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	<p>(Resources – 48, 49-50, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Demeter and Persephone (Resources – 45, 46, 103-108, 109); Every Cloud Has a Silver Lining (Resources – 87, 88, 103-108, 109)</p> <p><b><u>Test Taking Strategies:</u></b> 36-37</p> <p><b><u>rSkills Test Book:</u></b> Tests 1 &amp; 2</p> <p>Cause and Effect</p> <p><b><u>rBook Teaching Guide:</u></b> 158C, 160-169, 191, 240</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 296, 297, 399, 400</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> 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</p>

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	<p>(Resources 83, 84, 103-108, 109); It Came from Ohio! My Life as a Writer (Resources 91, 92, 103-108, 109)</p> <p><b><u>Test Taking Strategies:</u></b> 34-35</p> <p><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
<p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);</p>	<p>Main Idea</p> <p><b><u>rBook Teaching Guide:</u></b> 8C, 10-19, 41, 245</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 292, 293, 396, 397</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251; <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> The Truth About Dangerous Sea Creatures – 7, 11, 21, 37 (Resources – 60, 61-62, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Buzz! A Book About Insects (Resources – 43, 44, 103-108, 109); Screech! A Book About Bats (Resources 51, 52, 103-108, 109)</p> <p><b><u>rSkills Test Book:</u></b> Tests 1 &amp; 2</p>

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	<p>Read for Detail  <b>rBook Teaching Guide:</b> 8C, 10-19, 41, 239  <b>RDI Book 1-Reading Skills and Strategies:</b> 288, 289, 393, 394  <b>Topic Software Teaching Resources:</b> <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251; <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251  <b>Audiobooks Teaching Resources:</b> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69)  <b>Paperbacks Teaching Resources:</b> Finding the Titanic (Resources – 65, 66, 103-108, 109)</p>
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	<p>Paraphrasing  <b>rBook Teaching Guide:</b> 90, 196, 197  Each of the reading components teach and reinforce key comprehension strategies which include: establishing a purpose for reading, asking questions, making/confirming predictions, visualization, making inferences, drawing conclusions, and summarizing.</p> <p>Summarize  <b>rBook Teaching Guide:</b> 18, 84C, 86-95, 106, 117,</p>

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	<p>187, 245</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 294, 295, 398</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251; <b>2.2:</b> 86-88, 189-190, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b>110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; ; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.2:</b> 170-172, 245-246, 251;</p> <p><b><u>Audiobooks Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> Sideways Stories From Wayside School (Resources – 73, 74, 103-108, 109)</p> <p><b><u>rSkills Test Book:</u></b> Tests 3 &amp; 4</p>
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	<p>Draw Conclusions</p> <p><b><u>rBook Teaching Guide:</u></b> 17, 40, 42, 94, 110</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 304, 305, 404</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251;<b>1.3:</b> 77-79, 183-184, 251; <b>1.4:</b> 80-82, 185-186, 251; <b>2.1:</b> 83-85, 187-188, 251, <b>2.2:</b> 86-88,</p>

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	<p>189-190, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251, <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> For Your Eyes Only - 22, 42, 107 (Resources – 33, 34-35, 63-68, 69); The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> The Revenge of the Fireflies (Resources 49, 50, 103-108, 109) Selena! (Resources 53, 54, 103-108, 109)</p> <p>Make Inferences</p> <p><b><u>rBook Teaching Guide:</u></b> 15, 34, 36, 38, 61, 62, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 212C, 214-227, 238, 246</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 302, 303, 405</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>2.1:</b> 83-85, 187-188, 251, <b>2.2:</b> 86-88, 189-190, 251; <b>2.3:</b> 89-91; 191-192, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251, <b>3.2:</b> 98-100, 197-198, 251; <b>3.3:</b> 101-103, 199-200, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.3:</b> 113-115, 207-208, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.1:</b> 119-121, 211-212, 251; <b>5.3:</b> 125-127, 215-216, 251; <b>5.4:</b> 128-130, 217-218, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.3:</b> 149-151, 231-232, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163,</p>

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	<p>239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> 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><b><u>rSkills Test Book:</u></b> Test 5</p>
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(J) distinguish fact and opinion in various texts (4-8);	<p>Identify Fact and Opinion</p> <p><b><u>rBook Teaching Guide:</u></b> 52, 81, 104, 223</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 322</p>
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small</p>

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	<p>Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Test-Taking Strategies The <i>Test-Taking Strategies</i> component of Read180 equips struggling readers with useful strategies that will help them gain the confidence necessary to succeed on standardized tests. The materials build students' familiarity with the most widely used types of tests and question/answer formats.</p> <p>Students are taught to: get to know the test format and types of questions asked, read and understand all test questions, read and consider all multiple choice answers before choosing one, use cue words, restate the question, allocate time appropriately, check and justify answers, and make educated guesses.</p>
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	<p>Selected Examples Include:</p> <p>Create an Outline <b><u>Test-Taking Strategies:</u></b> 66-67</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc. <b><u>Topic Software Teaching Resources:</u></b> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238 <b><u>Audiobook Teaching Resources:</u></b> 61, 66, 68 <b><u>Paperbacks Teaching Resources:</u></b> 58, 68, 100, 106, 108</p>
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
(A) offer observations, make connections, react, speculate,	<p>Discuss Reading Materials and Ideas <b><u>rBook Teaching Guide:</u></b> Shared Reading and</p>

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interpret, and raise questions in response to texts (4-8);	<p>Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p> <p>Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	<p>Selected Examples Include:</p> <p>Discuss Reading Materials and Ideas <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Write a Diary Entry, Journal Entry, Log Entry <b>Topic Software Teaching Resources:</b> 195 <b>Audiobook Teaching Resources:</b> 29, 35, 38, 69, 73, 74 <b>Paperbacks Teaching Resources:</b> 50, 109, 113, 114</p> <p>Respond to Ideas and Issues <b>rBook Teaching Guide:</b> 74-77, 250 <b>Topic Software Teaching Resources:</b> 197-198, 219, 221, 231-233 <b>Audiobook Teaching Resources:</b> 41,44 <b>Paperbacks Teaching Resources:</b> 44, 48, 52, 60, 62, 66, 70, 78</p> <p>Write a Book Review <b>Audiobook Teaching Resources:</b> 63 <b>Paperbacks Teaching Resources:</b> 103</p>

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	<p>Respond <b><u>rBook Teaching Guide:</u></b> 74-77, 250 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p>
<p>(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Diary Entry, Journal Entry, Log Entry <b><u>Topic Software Teaching Resources:</u></b> 195 <b><u>Audiobook Teaching Resources:</u></b> 29, 35, 38, 69, 73, 74 <b><u>Paperbacks Teaching Resources:</u></b> 50, 109, 113, 114</p> <p>Respond to Ideas and Issues <b><u>rBook Teaching Guide:</u></b> 74-77, 250 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 219, 221, 231-233 <b><u>Audiobook Teaching Resources:</u></b> 41,44 <b><u>Paperbacks Teaching Resources:</u></b> 44, 48, 52, 60, 62, 66, 70, 78</p> <p>Write a Book Review <b><u>Audiobook Teaching Resources:</u></b> 63 <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Respond <b><u>rBook Teaching Guide:</u></b> 74-77, 250 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p> <p>Discuss Reading Materials and Ideas <b><u>rBook Teaching Guide:</u></b> Shared Reading and</p>

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	<p>Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
<p>(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Connect texts <b>rBook Teaching Guide:</b> 14, 36, 42, 43, 89, 94, 119, 169, 198</p>
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	
<p>(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.</p>

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	Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.
(B) recognize that authors organize information in specific ways (4-5);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.            Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.            Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.            Discussion Questions are provided to be used in</p>

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	guiding discussion of the Software passages, Audiobooks, and Paperbacks.
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Read Plays  <b>RDI Book 1-Reading Skills and Strategies:</b> 352, 388, 392</p>
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	<p>Analyze Character  <b>rBook Teaching Guide:</b> 58, 64, 65, 70, 71, 132D, 136, 137, 138, 139, 140, 143, 145, 147, 149, 224, 247, 248</p>

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	<p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 306, 307, 406</p> <p><b><u>Audiobook Teaching Resources:</u></b> Favorite Greek Myths – 17 (Resources – 30, 31-32, 63-68, 69)</p> <p><b><u>Topic Software Teaching Resources:</u></b> Jonah the Whale – 19, 39, 99 (Resources – 39, 40-41, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69); The Ostrich Chase – 12, 23, 97 (Resources – 57, 58-59, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 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)</p> <p><b><u>rSkills Test Book:</u></b> Test 2, 3, &amp; 5</p>
(I) recognize and analyze story plot, setting, and problem resolution (4-8); and	<p>Analyze Plot</p> <p><b><u>rBook Teaching Guide:</u></b> 32D, 56F, 58, 64, 65, 66, 67, 132D, 136, 140, 141, 149, 247, 248</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 310, 311, 408, 409</p> <p><b><u>Paperbacks Teaching Resources:</u></b> No Boys Allowed! (Resources – 47, 48, 103-108, 109); Cockroach Cooties (Resources – 63, 64, 103-108, 109); With Friends Like These, Who Needs Enemies? (Resources – 101, 102, 103-108, 109)</p> <p><b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p> <p>Analyze Setting</p> <p><b><u>rBook Teaching Guide:</u></b> 56D, 58, 64, 136, 140, 247, 248</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 308, 309, 407</p> <p><b><u>Audiobooks Teaching Resources:</u></b> The Journal of Joshua Loper – 33, 81, (Resources – 42, 43-44, 63-68, 69); The Music of Dolphins – 9, 35, 138 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Sunset of the Sabertooth (Resources – 75, 76, 103-108, 109); The Secret City (Resources – 95, 96, 103-108, 109)</p>

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	<p><b><u>rSkills Test Book:</u></b> Tests 3 &amp; 5</p> <p>Problem and Solution</p> <p><b><u>rBook Teaching Guide:</u></b> 108C, 110-119, 167, 240</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 300, 301, 402, 403</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; ; <b>2.1:</b> 83-85, 187-188, 251, <b>2.2:</b> 86-88, 189-190, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>3.1:</b> 95-97, 195-196, 251; <b>3.2:</b> 98-100, 197-198, 251; <b>3.4:</b> 104-106, 201, 202, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>4.4:</b> 116-118, 209-210, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>6.1:</b> 131-133, 219-220, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>6.3:</b> 137-139, 223-224, 251; <b>6.4:</b> 140-142, 225-226, 251; <b>7.1:</b> 143-145, 227-228, 251; <b>7.4:</b> 152-154, 233-234, 251; <b>8.1:</b> 155-157, 235-236, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>8.4:</b> 164-166, 241-242, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.2:</b> 170-172, 245-246, 251; <b>9.3:</b> 173-175, 247-248, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> 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)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Twin Talk: Advice From a TV Talk Show (Resources – 61, 62, 103-108, 109); Little Monster , David Copperfield ( Resources – 85, 86, 103-108, 109)</p> <p><b><u>rSkills Test Book:</u></b> Test 3</p>
(J) describe how the author's perspective or point of view affects the text (4-8).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small</p>

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	<p>Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Recognize Point of View <b>rBook Teaching Guide:</b> 61, 218, 220, 248 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 320</p>
<p>(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</p>	
<p>(A) form and revise questions for investigations, including questions arising from interest and units of study (4-5);</p>	<p>The Following Match Supports this Objective:</p> <p>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>
<p>(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);</p>	<p>The Following Match Supports this Objective:</p> <p>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>
<p>(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);</p>	<p>The Following Match Supports this Objective:</p> <p>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</p>

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	include functional (letters, announcements, résumés, etc.), poetry and research.
(D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5);	<p>The Following Match Supports this Objective:</p> <p>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>
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<p>The Following Match Supports this Objective:</p> <p>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>
(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);	<p>The Following Match Supports this Objective:</p> <p>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>
(G) draw conclusions from information gathered from multiple sources (4-8); and	<p>The Following Match Supports this Objective:</p> <p>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>

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(H) use compiled information and knowledge to raise additional, unanswered questions (3-8).	<p>The Following Match Supports this Objective:</p> <p>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>
(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas  <b>rBook Teaching Guide:</b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Compare and Contrast  <b>rBook Teaching Guide:</b> 188C, 190-199, 223, 246  <b>RDI Book 1-Reading Skills and Strategies:</b> 298, 299, 401  <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-73, 179-180, 251; <b>1.2:</b> 74-76, 181-182, 251; <b>1.3:</b> 77-79, 183-184, 251; <b>2.4:</b> 92-94, 193-194, 251; <b>4.1:</b> 107-109, 203-204, 251; <b>4.2:</b> 110-112, 205-206, 251; <b>5.2:</b> 112-124, 213-214, 251; <b>6.2:</b> 134-136, 221-222, 251; <b>7.2:</b> 146-148, 229-230, 251; <b>7.4:</b> 152-154, 233-234,</p>

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	<p>251; <b>8.2:</b> 158-160, 237-238, 251; <b>8.3:</b> 161-163, 239-240, 251; <b>9.1:</b> 167-169, 243-244, 251; <b>9.4:</b> 176-178, 249-250, 251</p> <p><b><u>Audiobooks Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> Take the Court (Resources – 77, 78, 103-108, 109); Shoebag (Resources – 97, 98, 103-108, 109)</p> <p><b><u>Test Taking Strategies:</u></b> 34-35</p> <p><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	<p>The Read180 program provides a variety of readings across many genres and cultural diversities in each of its reading components that provide opportunities to meet this objective.</p>
(C) articulate and discuss themes and connections that cross cultures (4-8).	<p>Discuss Reading Materials and Ideas</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text. Discussion Questions are provided to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Analyze Theme</p> <p><b><u>rBook Teaching Guide:</u></b> 132F, 149, 227, 247, 248</p> <p><b><u>Audiobook Teaching Resources:</u></b> Favorite Greek Myths – 11 (Resources – 30, 31-32, 63-68, 69)</p>
(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:	
(A) write to express, discover, record, develop, reflect on	<p>Selected Examples Include:</p>

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<p>ideas, and to problem solve (4-8);</p>	<p>Respond <b><u>rBook Teaching Guide:</u></b> 74-77, 250 The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p> <p>Respond to Ideas and Issues <b><u>rBook Teaching Guide:</u></b> 74-77, 250 <b><u>Topic Software Teaching Resources:</u></b> 197-198, 219, 221, 231-233 <b><u>Audiobook Teaching Resources:</u></b> 41,44 <b><u>Paperbacks Teaching Resources:</u></b> 44, 48, 52, 60, 62, 66, 70, 78</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234</p> <p>Write a Book Synopsis <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p>
<p>(B) write to influence such as to persuade, argue, and request (4-8);</p>	<p>Selected Examples Include:</p> <p>Write an Argument <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107, 109-113 <b><u>Topic Software Teaching Resources:</u></b> 196, 237 <b><u>Paperbacks Teaching Resources:</u></b> 48, 54, 66</p> <p>Persuasive Writing <b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234</p> <p>Write an Introduction, Speech  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107  <b><u>Topic Software Teaching Resources:</u></b> 222, 228</p>
(C) write to inform such as to explain, describe, report, and narrate (4-8);	<p>Selected Examples Include:</p> <p>Expository Writing  <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93  <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100  <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Descriptive Writing  <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68  <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53  <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Write a Summary/Explanation  <b><u>Topic Software Teaching Resources:</u></b> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <b><u>Audiobook Teaching Resources:</u></b> 34-35, 40-41, 43, 50, 62  <b><u>Paperbacks Teaching Resources:</u></b> 44, 58, 76, 82, 96</p>
(D) write to entertain such as to	The Following Matches Provide Opportunities to

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compose humorous poems or short stories (4-8);	<p>Meet this Objective:</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc.  <b><u>Topic Software Teaching Resources:</u></b> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238  <b><u>Audiobook Teaching Resources:</u></b> 61, 66, 68  <b><u>Paperbacks Teaching Resources:</u></b> 58, 68, 100, 106, 108</p> <p>Write Song Lyrics, Poems  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 134-137  <b><u>Audiobook Teaching Resources:</u></b> 34-35, 47  <b><u>Paperbacks Teaching Resources:</u></b> 48</p>
(E) exhibit an identifiable voice in personal narratives and in stories (4-5);	<p>The Following Matches Support this Objective:</p> <p>Narrative Writing  <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80  <b><u>Audiobook Teaching Resources:</u></b> 31  <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5); and	<p>The Following Selected Matches Support this Objective:</p> <p>Write a Diary Entry, Journal Entry, Log Entry  <b><u>Topic Software Teaching Resources:</u></b> 195  <b><u>Audiobook Teaching Resources:</u></b> 29, 35, 38, 69, 73, 74  <b><u>Paperbacks Teaching Resources:</u></b> 50, 109, 113, 114</p> <p>Write a Book Synopsis  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p>

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	<p>Write a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Write Song Lyrics, Poems <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 134-137 <b><u>Audiobook Teaching Resources:</u></b> 34-35, 47 <b><u>Paperbacks Teaching Resources:</u></b> 48</p> <p>Write a How-to-Paragraph <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 114-117</p> <p>Narrative Writing <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80 <b><u>Audiobook Teaching Resources:</u></b> 31 <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).	<p>The Following Selected Matches Support this Objective:</p> <p>Descriptive Writing <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68 <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53 <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Write a Book Review <b><u>Audiobook Teaching Resources:</u></b> 63</p>

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	<p><b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Write an Argument <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 104-107, 109-113 <b><u>Topic Software Teaching Resources:</u></b> 196, 237 <b><u>Paperbacks Teaching Resources:</u></b> 48, 54, 66</p> <p>Write a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p>
<p>(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</p>	
<p>(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Expository <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93 <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100 <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66,</p>

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	<p>80  <u><b>Audiobook Teaching Resources:</b></u> 31  <u><b>Paperbacks Teaching Resources:</b></u> 191</p> <p>Write a Summary/Explanation  <u><b>Topic Software Teaching Resources:</b></u> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <u><b>Audiobook Teaching Resources:</b></u> 34-35, 40-41, 43, 50, 62  <u><b>Paperbacks Teaching Resources:</b></u> 44, 58, 76, 82, 96</p> <p>Write a Book Review  <u><b>Audiobook Teaching Resources:</b></u> 63  <u><b>Paperbacks Teaching Resources:</b></u> 103</p> <p>Persuasive Writing  <u><b>Test-Taking Strategies:</b></u> 106-108</p> <p>Descriptive Writing  <u><b>rBook Teaching Guide:</b></u> 196-199, 202-205, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 44-47, 49-52, 54-57, 59-62, 64-68  <u><b>Topic Software Teaching Resources:</b></u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <u><b>Audiobook Teaching Resources:</b></u> 28, 31, 52-53  <u><b>Paperbacks Teaching Resources:</b></u> 46, 52, 60, 80, 82, 96</p>
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	<p>The Following Selected Matches Support this Objective:</p> <p>End Punctuation  <u><b>rBook Teaching Guide:</b></u> 27, 249  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 18, 154, 155  The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to</p>

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	<p>meet this standard.</p> <p>Capitalization <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 154, 155, 162, 163</p> <p>Commas <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> Complex Sentences, with – 158, 159 Compound Sentences – 73, 208, 209 Dates – 128 Introductory words, phrases, clauses – 200, 201 Place Names – 128 Quotation Marks, with – 204, 205 Series, in a – 206, 207</p> <p>Write a Book Review <b><u>Audiobook Teaching Resources:</u></b> 63 <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Persuasive Writing <b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Descriptive Writing <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68 <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227- 228, 235, 239, 241-242 <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53 <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Expository <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93 <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100 <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195,</p>

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	<p>200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <b>rBook Teaching Guide:</b> 46-49, 178-181, 230-233, 250  <b>RDI Book 2-Writing and Grammar Strategies:</b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <b>Topic Software Teaching Resources:</b> 50, 56, 66, 80  <b>Audiobook Teaching Resources:</b> 31  <b>Paperbacks Teaching Resources:</b> 191</p>
<p>(17) Writing/spelling. The student spells proficiently. The student is expected to:</p>	
<p>(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Proofreading  <b>rBook Teaching Guide:</b> 27, 79, 103, 127, 159, 183, 205, 235  <b>RDI Book 1-Reading Skills and Strategies:</b> 204  <b>RDI Book 2-Writing and Grammar Strategies:</b> 214-221</p> <p>Open Syllables  <b>rBook Teaching Guide:</b> 56A  <b>RDI Book 1-Reading Skills and Strategies:</b> 113, 116  <b>Topic Software Teaching Resources:</b> 4.4 Level 3</p> <p>Closed Syllables  <b>rBook Teaching Guide:</b> 32A  <b>RDI Book 1-Reading Skills and Strategies:</b> 110, 116</p> <p>Write a Book Review  <b>Audiobook Teaching Resources:</b> 63  <b>Paperbacks Teaching Resources:</b> 103</p> <p>Persuasive Writing</p>

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	<p><b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Descriptive Writing  <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68  <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53  <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Expository  <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93  <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100  <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80  <b><u>Audiobook Teaching Resources:</u></b> 31  <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);	<p>Selected Examples Include:</p> <p>Write a Book Review  <b><u>Audiobook Teaching Resources:</u></b> 63  <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Persuasive Writing  <b><u>Test-Taking Strategies:</u></b> 106-108</p>

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	<p>Descriptive Writing  <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68  <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53  <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Expository  <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93  <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100  <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80  <b><u>Audiobook Teaching Resources:</u></b> 31  <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(C) use resources to find correct spellings (4-8); and	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Expository  <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93  <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64,</p>

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	<p>84, 100  <u><b>Audiobook Teaching Resources:</b></u> 37, 55-56, 61  <u><b>Paperbacks Teaching Resources:</b></u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <u><b>rBook Teaching Guide:</b></u> 46-49, 178-181, 230-233, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <u><b>Topic Software Teaching Resources:</b></u> 50, 56, 66, 80  <u><b>Audiobook Teaching Resources:</b></u> 31  <u><b>Paperbacks Teaching Resources:</b></u> 191</p> <p>Write a Summary/Explanation  <u><b>Topic Software Teaching Resources:</b></u> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <u><b>Audiobook Teaching Resources:</b></u> 34-35, 40-41, 43, 50, 62  <u><b>Paperbacks Teaching Resources:</b></u> 44, 58, 76, 82, 96</p> <p>Write a Book Review  <u><b>Audiobook Teaching Resources:</b></u> 63  <u><b>Paperbacks Teaching Resources:</b></u> 103</p> <p>Persuasive Writing  <u><b>Test-Taking Strategies:</b></u> 106-108</p> <p>Descriptive Writing  <u><b>rBook Teaching Guide:</b></u> 196-199, 202-205, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 44-47, 49-52, 54-57, 59-62, 64-68  <u><b>Topic Software Teaching Resources:</b></u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <u><b>Audiobook Teaching Resources:</b></u> 28, 31, 52-53  <u><b>Paperbacks Teaching Resources:</b></u> 46, 52, 60, 80, 82, 96</p>

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(D) spell accurately in final drafts (4-8).	<p>Selected Examples Include:</p> <p>Write a Summary/Explanation  <b><u>Topic Software Teaching Resources:</u></b> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <b><u>Audiobook Teaching Resources:</u></b> 34-35, 40-41, 43, 50, 62  <b><u>Paperbacks Teaching Resources:</u></b> 44, 58, 76, 82, 96</p> <p>Write a Book Review  <b><u>Audiobook Teaching Resources:</u></b> 63  <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Persuasive Writing  <b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Descriptive Writing  <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68  <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53  <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Expository  <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93  <b><u>Topic Software Teaching Resources:</u></b> 44,46,64,84,100  <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing</p>

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	<p><b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43</p> <p><b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80</p> <p><b><u>Audiobook Teaching Resources:</u></b> 31</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 191</p>
<p>(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	
<p>(A) use regular and irregular plurals correctly (4-6);</p>	<p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</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>
<p>(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);</p>	<p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</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>
<p>(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);</p>	<p>Subject-Verb Agreement <b><u>rBook Teaching Guide:</u></b> 158, 248 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 178-179</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>

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	<p>Subject and Object Pronouns <b><u>rBook Teaching Guide:</u></b> 180, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 180, 181 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> <p>Adjectives that Compare <b><u>rBook Teaching Guide:</u></b> 206, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 188, 189</p> <p>Adverbs <b><u>rBook Teaching Guide:</u></b> 234, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 192, 193, 194, 195 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> <p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64 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>
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	<p>Adjectives that Compare <b><u>rBook Teaching Guide:</u></b> 206, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 188, 189 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>

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	<p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</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>
(E) use prepositional phrases to elaborate written ideas (4-8);	<p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</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>
(F) use conjunctions to connect ideas meaningfully (4-5);	<p>Conjunctions <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 73, 208, 209</p> <p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</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>
(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and	<p>Contractions <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 262 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 196, 197</p> <p><b><u>Topic Software Teaching Resources:</u></b> 8.3 Level 2</p> <p>Grammar Instruction <b><u>rBook Teaching Guide:</u></b> T64</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout</p>

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	the program, provide opportunities for students to meet this standard.
(H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).	<p>Subject and Object Pronouns <b>rBook Teaching Guide:</b> 180, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 180, 181 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> <p>Grammar Instruction <b>rBook Teaching Guide:</b> T64</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>
(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	<p>Selected Examples Include:</p> <p>Brainstorm <b>rBook Teaching Guide:</b> 23, 47, 75, 99, 123, 155, 179, 203, 231</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97 <b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234 <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52 <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50,</p>

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	<p>54, 70, 78, 92, 102</p> <p>Write a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Write a Book Synopsis <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p> <p>Persuasive Writing <b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Descriptive Writing <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68 <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53 <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p>
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	<p>Selected Examples Include:</p> <p>Plan <b><u>rBook Teaching Guide:</u></b> 24, 48, 76, 100, 124, 156, 178, 204, 232</p> <p>Writing <b><u>rBook Teaching Guide:</u></b> 22-25, 46-49, 74-77, 98-101, 122-125, 154-159, 178-181, 202-205, 230-233, 249, 250</p> <p>Expository <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93 <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61  <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80  <b><u>Audiobook Teaching Resources:</u></b> 31  <b><u>Paperbacks Teaching Resources:</u></b> 191</p> <p>Write a Book Review  <b><u>Audiobook Teaching Resources:</u></b> 63  <b><u>Paperbacks Teaching Resources:</u></b> 103</p>
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	<p>Selected Examples Include:</p> <p>Revision/Edit  <b><u>rBook Teaching Guide:</u></b> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Write a Summary/Explanation  <b><u>Topic Software Teaching Resources:</u></b> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <b><u>Audiobook Teaching Resources:</u></b> 34-35, 40-41, 43, 50, 62  <b><u>Paperbacks Teaching Resources:</u></b> 44, 58, 76, 82, 96</p> <p>Write a Book Review  <b><u>Audiobook Teaching Resources:</u></b> 63  <b><u>Paperbacks Teaching Resources:</u></b> 103</p> <p>Write a Book Synopsis  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p>

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	<p>Persuasive Writing <b><u>Test-Taking Strategies:</u></b> 106-108</p> <p>Descriptive Writing <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68 <b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242 <b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53 <b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Expository <b><u>rBook Teaching Guide:</u></b> 22-25, 98-101, 249 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 69-72, 74-77, 79-82, 84-87, 89-93 <b><u>Topic Software Teaching Resources:</u></b> 44, 46, 64, 84, 100 <b><u>Audiobook Teaching Resources:</u></b> 37, 55-56, 61 <b><u>Paperbacks Teaching Resources:</u></b> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80 <b><u>Audiobook Teaching Resources:</u></b> 31 <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	<p>Selected Examples Include:</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Write an Article, News Report</p>

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	<p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87</p> <p><b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248</p> <p><b><u>Audiobook Teaching Resources:</u></b> 65</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Writing a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Write a Book Synopsis <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p> <p>Narrative Writing <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43</p> <p><b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80</p> <p><b><u>Audiobook Teaching Resources:</u></b> 31</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	<p>Selected Examples Include:</p> <p>Revision/Edit <b><u>rBook Teaching Guide:</u></b> 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Proofreading <b><u>rBook Teaching Guide:</u></b> 27, 79, 103, 127, 159, 183, 205, 235</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 204</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 214-221</p> <p>Write an Opinion <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50, 54, 70, 78, 92, 102</p> <p>Writing a Review <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Write an Article, News Report <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87 <b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248 <b><u>Audiobook Teaching Resources:</u></b> 65 <b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write a Book Synopsis <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p> <p>Narrative Writing <b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43 <b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80 <b><u>Audiobook Teaching Resources:</u></b> 31 <b><u>Paperbacks Teaching Resources:</u></b> 191</p>
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive Writing <b><u>rBook Teaching Guide:</u></b> 196-199, 202-205, 250 <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 44-47, 49-52, 54-57, 59-62, 64-68</p>

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	<p><b><u>Topic Software Teaching Resources:</u></b> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28, 31, 52-53</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 46, 52, 60, 80, 82, 96</p> <p>Narrative Writing</p> <p><b><u>rBook Teaching Guide:</u></b> 46-49, 178-181, 230-233, 250</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43</p> <p><b><u>Topic Software Teaching Resources:</u></b> 50, 56, 66, 80</p> <p><b><u>Audiobook Teaching Resources:</u></b> 31</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 191</p> <p>Write a Book Synopsis</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 79-82</p> <p>Write a Review</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 99-102</p> <p>Write an Article, News Report</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 84-87</p> <p><b><u>Topic Software Teaching Resources:</u></b> 180, 222, 248</p> <p><b><u>Audiobook Teaching Resources:</u></b> 65</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write an Opinion</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 94-97</p> <p><b><u>Topic Software Teaching Resources:</u></b> 196, 207, 210, 225, 230, 234</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45, 49, 52</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50,</p>

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	54, 70, 78, 92, 102
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	<p>Selected Examples Include:</p> <p>Write a Summary/Explanation  <u><b>Topic Software Teaching Resources:</b></u> 185, 192, 197, 201-202, 205, 211-212, 215, 219-221, 223-225, 227, 229, 232-234, 243-246  <u><b>Audiobook Teaching Resources:</b></u> 34-35, 40-41, 43, 50, 62  <u><b>Paperbacks Teaching Resources:</b></u> 44, 58, 76, 82, 96</p> <p>Write a Book Review  <u><b>Audiobook Teaching Resources:</b></u> 63  <u><b>Paperbacks Teaching Resources:</b></u> 103</p> <p>Persuasive Writing  <u><b>Test-Taking Strategies:</b></u> 106-108</p> <p>Descriptive Writing  <u><b>rBook Teaching Guide:</b></u> 196-199, 202-205, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 44-47, 49-52, 54-57, 59-62, 64-68  <u><b>Topic Software Teaching Resources:</b></u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <u><b>Audiobook Teaching Resources:</b></u> 28, 31, 52-53  <u><b>Paperbacks Teaching Resources:</b></u> 46, 52, 60, 80, 82, 96</p> <p>Expository  <u><b>rBook Teaching Guide:</b></u> 22-25, 98-101, 249  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 69-72, 74-77, 79-82, 84-87, 89-93  <u><b>Topic Software Teaching Resources:</b></u> 44, 46, 64, 84, 100  <u><b>Audiobook Teaching Resources:</b></u> 37, 55-56, 61  <u><b>Paperbacks Teaching Resources:</b></u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p>

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	<p>Narrative Writing  <u><b>rBook Teaching Guide:</b></u> 46-49, 178-181, 230-233, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <u><b>Topic Software Teaching Resources:</b></u> 50, 56, 66, 80  <u><b>Audiobook Teaching Resources:</b></u> 31  <u><b>Paperbacks Teaching Resources:</b></u> 191</p> <p>Write an Opinion  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 94-97  <u><b>Topic Software Teaching Resources:</b></u> 196, 207, 210, 225, 230, 234  <u><b>Audiobook Teaching Resources:</b></u> 29, 31, 43-45, 49, 52  <u><b>Paperbacks Teaching Resources:</b></u> 44, 46, 48, 50, 54, 70, 78, 92, 102</p>
(H) proofread his/her own writing and that of others (4-8); and	<p>Selected Examples Include:</p> <p>Descriptive Writing  <u><b>rBook Teaching Guide:</b></u> 196-199, 202-205, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 44-47, 49-52, 54-57, 59-62, 64-68  <u><b>Topic Software Teaching Resources:</b></u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <u><b>Audiobook Teaching Resources:</b></u> 28, 31, 52-53  <u><b>Paperbacks Teaching Resources:</b></u> 46, 52, 60, 80, 82, 96</p> <p>Narrative Writing  <u><b>rBook Teaching Guide:</b></u> 46-49, 178-181, 230-233, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <u><b>Topic Software Teaching Resources:</b></u> 50, 56, 66, 80</p>

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	<p><b><u>Audiobook Teaching Resources:</u></b> 31  <b><u>Paperbacks Teaching Resources:</u></b> 191</p> <p>Write a Book Synopsis  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>            79-82</p> <p>Write a Review  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>            99-102</p> <p>Write an Article, News Report  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>            84-87  <b><u>Topic Software Teaching Resources:</u></b> 180, 222,            248  <b><u>Audiobook Teaching Resources:</u></b> 65  <b><u>Paperbacks Teaching Resources:</u></b> 58, 88, 94, 105</p> <p>Write an Opinion  <b><u>RDI Book 2-Writing and Grammar Strategies:</u></b>            94-97  <b><u>Topic Software Teaching Resources:</u></b> 196, 207,            210, 225, 230, 234  <b><u>Audiobook Teaching Resources:</u></b> 29, 31, 43-45,            49, 52  <b><u>Paperbacks Teaching Resources:</u></b> 44, 46, 48, 50,            54, 70, 78, 92, 102</p>
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Summary/Explanation  <b><u>Topic Software Teaching Resources:</u></b> 185, 192,            197, 201-202, 205, 211-212, 215, 219-221, 223-            225, 227, 229, 232-234, 243-246  <b><u>Audiobook Teaching Resources:</u></b> 34-35, 40-41,            43, 50, 62  <b><u>Paperbacks Teaching Resources:</u></b> 44, 58, 76, 82,            96</p>

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	<p>Write a Book Review  <u><b>Audiobook Teaching Resources:</b></u> 63  <u><b>Paperbacks Teaching Resources:</b></u> 103</p> <p>Persuasive Writing  <u><b>Test-Taking Strategies:</b></u> 106-108</p> <p>Descriptive Writing  <u><b>rBook Teaching Guide:</b></u> 196-199, 202-205, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 44-47, 49-52, 54-57, 59-62, 64-68  <u><b>Topic Software Teaching Resources:</b></u> 179-182, 185-186, 194, 201, 209-212, 217, 218, 223, 227-228, 235, 239, 241-242  <u><b>Audiobook Teaching Resources:</b></u> 28, 31, 52-53  <u><b>Paperbacks Teaching Resources:</b></u> 46, 52, 60, 80, 82, 96</p> <p>Expository  <u><b>rBook Teaching Guide:</b></u> 22-25, 98-101, 249  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 69-72, 74-77, 79-82, 84-87, 89-93  <u><b>Topic Software Teaching Resources:</b></u> 44, 46, 64, 84, 100  <u><b>Audiobook Teaching Resources:</b></u> 37, 55-56, 61  <u><b>Paperbacks Teaching Resources:</b></u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <u><b>rBook Teaching Guide:</b></u> 46-49, 178-181, 230-233, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <u><b>Topic Software Teaching Resources:</b></u> 50, 56, 66, 80  <u><b>Audiobook Teaching Resources:</b></u> 31  <u><b>Paperbacks Teaching Resources:</b></u> 191</p> <p>Revision/Edit  <u><b>rBook Teaching Guide:</b></u> 25, 49, 77, 101, 125, 157, 181, 205, 233</p>

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	Proofreading <u><b>rBook Teaching Guide:</b></u> 27, 79, 103, 127, 159, 183, 205, 235 <u><b>RDI Book 1-Reading Skills and Strategies:</b></u> 204 <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 214-221
(20) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	Assessment Rubrics for Writing <u><b>rBook Teaching Guide:</b></u> 19, 21, 27, 31, 43, 45, 51, 55, 69, 73, 75, 79, 83, 65, 97, 99, 101, 103, 107, 119, 131, 147, 153, 157, 169, 181, 193, 195, 201, 205, 219, 223 <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 224-229 <u><b>Topic Software Teaching Resources:</b></u> 254 <u><b>Test-Taking Strategies Book:</b></u> 116  Assessment Guide <u><b>Audiobook Teaching Resources:</b></u> 76-77 <u><b>Paperbacks Teaching Resources:</b></u> 115-116
(B) respond in constructive ways to others' writing (4-8);	Peer Assessment <u><b>rBook Teaching Guide:</b></u> 25, 49, 77, 101, 125, 157, 181, 205, 233 <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 13
(C) evaluate how well his/her own writing achieves its purposes (4-8);	The Following Selected Matches Provide Opportunities to Meet this Objective:  Expository <u><b>rBook Teaching Guide:</b></u> 22-25, 98-101, 249 <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 69-72, 74-77, 79-82, 84-87, 89-93 <u><b>Topic Software Teaching Resources:</b></u> 44, 46, 64,

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	<p>84, 100  <u><b>Audiobook Teaching Resources:</b></u> 37, 55-56, 61  <u><b>Paperbacks Teaching Resources:</b></u> 187,191,195, 200, 213-216, 221, 235-236, 242, 249</p> <p>Narrative Writing  <u><b>rBook Teaching Guide:</b></u> 46-49, 178-181, 230-233, 250  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 14-17, 19-22, 24-27, 29-32, 34-37, 39-43  <u><b>Topic Software Teaching Resources:</b></u> 50, 56, 66, 80  <u><b>Audiobook Teaching Resources:</b></u> 31  <u><b>Paperbacks Teaching Resources:</b></u> 191</p> <p>Write a Book Review  <u><b>Audiobook Teaching Resources:</b></u> 63  <u><b>Paperbacks Teaching Resources:</b></u> 103</p> <p>Write an Article, News Report  <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 84-87  <u><b>Topic Software Teaching Resources:</b></u> 180, 222, 248  <u><b>Audiobook Teaching Resources:</b></u> 65  <u><b>Paperbacks Teaching Resources:</b></u> 58, 88, 94, 105</p>
(D) analyze published examples as models for writing (4-8); and	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(E) review a collection of written works to determine its strengths and weaknesses	<p>The Following Provides Opportunities to Meet this Objective:</p>

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and to set goals as a writer (4-8).	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.
(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	
(A) frame questions to direct research (4-8);	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8);	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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</p>

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	compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(E) present information in various forms using available technology (4-8); and	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(F) evaluate his/her own research and raise new questions for further investigation (4-8).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of	

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writing. The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>The Final Projects and QuickWrites for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read through worksheets, QuickWrites, Final Projects and Practice Tests.</p>
(B) correspond with peers or others via e-mail or conventional mail (4-8).	<p>Write Letters, Postcards, E-Mail</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 119-122, 129-132</p> <p><b><u>Topic Software Teaching Resources:</u></b> 192, 196, 205-206, 229, 239, 243</p> <p><b><u>Audiobook Teaching Resources:</u></b> 55, 64</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 46, 48, 60, 70, 72, 86, 90, 100, 102, 104</p>
(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology	<p>The Following Matches Support this Objective:</p> <p>The Read180 program presents systematic comprehension instruction to build student success</p>

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presentations (4-8); and	<p>by scaffolding instruction through the use of graphic organizers. See, for example:</p> <p>Read Maps and Diagrams <b><u>rBook Teaching Guide:</u></b> 18, 105, 118, 199 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 327</p> <p>Read Charts and Graphs <b><u>rBook Teaching Guide:</u></b> 43, 94 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 326</p> <p>In addition, 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. <b><u>rBook Teaching Guide:</u></b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 193, 198, 217</p> <p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc. <b><u>Topic Software Teaching Resources:</u></b> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238 <b><u>Audiobook Teaching Resources:</u></b> 61, 66, 68 <b><u>Paperbacks Teaching Resources:</u></b> 58, 68, 100, 106, 108</p>
(C) use media to compare ideas and points of view (4-8).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(24) Viewing/representing/analysis. The student analyzes and critiques the significance of	

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visual images, messages, and meanings. The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(B) compare and contrast print, visual, and electronic media such as film with written story (4-8).	<p>The Following Provides Opportunities to Meet this Objective:</p> <p>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>
(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings (4-8); and	<p>Create Drawings, Posters, Covers, Designs, Diagrams, Charts, Maps, Etc.  <b>Topic Software Teaching Resources:</b> 181-182, 185-186, 190, 207-208, 209, 218-220, 223, 237-238  <b>Audiobook Teaching Resources:</b> 61, 66, 68  <b>Paperbacks Teaching Resources:</b> 58, 68, 100, 106, 108</p> <p>Write Headlines, Captions, Labels, Ads, Lists, Flyers, Jingles, Sports Cards, Etc.  <b>Topic Software Teaching Resources:</b> 179-180,</p>

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	182-186, 189, 190, 193-195, 198-200 203-206, 209, 213-217, 227-229, 233, 235, 237, 245, 249-250 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 29, 47, 59 <b><u>Audiobook Teaching Resources:</u></b> 28, 40-41, 43, 47, 49, 56, 61- 62, 29, 31, 37-38, 40, 43, 45, 49-50, 52, 55, 59, 61 <b><u>Paperbacks Teaching Resources:</u></b> 50, 52, 54, 62, 64, 70, 72, 76, 78, 82, 86, 90, 92, 94, 98, 102
(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).	