



**Scholastic READ180 Enterprise, Stage A
correlated to the
Virginia Standards of Learning
for Reading/Language Arts**

Grades 4-5

October 2006

A Correlation of Scholastic *Read 180, Stage A* ©2005 to English Standards of Learning for Virginia Public Schools, Grade 4

Virginia Standards	Scholastic <i>Read 180, Stage A</i> ©2005
Oral Language	
4.1 The student will use effective oral communication skills in a variety of settings.	
a) Present accurate directions to individuals and small groups.	Teachers may address this standard during whole- or small-group instruction.
b) Contribute to group discussions.	See the following selected examples: Teacher's Edition: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
c) Seek ideas and opinions of others.	Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233
d) Use evidence to support opinions.	Teacher's Edition: 122-125, 249
e) Use grammatically correct language and specific vocabulary to communicate ideas.	<i>Resources for Differentiated Instruction</i> Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
4.2 The student will make and listen to oral presentations and reports.	
a) Use subject-related information and vocabulary.	Teachers may address this standard during whole- or small-group instruction.
b) Listen to and record information.	Teachers may address this standard during whole- or small-group instruction.
c) Organize information for clarity.	Teachers may address this standard during whole- or small-group instruction.
Reading	
4.3 The student will read fiction and nonfiction with fluency and accuracy.	
a) Use context to clarify meanings of unfamiliar words.	Teacher's Edition: 16, 93, 96, 116 <i>Resources for Differentiated Instruction:</i> Book 1: 264
b) Explain words with multiple meanings.	Teacher's Edition: 152, 176, 241 <i>Resources for Differentiated Instruction:</i> Book 1: 240 Book 3: 63
c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.	Teacher's Edition: 44, 45, 72, 73, 120-121, 152, 176, 200, 241, 243, 244 <i>Resources for Differentiated Instruction:</i> Book 1: 240, 242, 246, 248 Book 3: 28, 63
d) Use word-reference materials, including the glossary, dictionary, and thesaurus.	Teacher's Edition: 229, 240-244 <i>Resources for Differentiated Instruction:</i> Book 1: 244
4.4 The student will read and demonstrate comprehension of fiction.	
a) Explain the author's purpose.	See the following opportunities to support this standard: Teacher's Edition: 63, 222
b) Describe how the choice of language, setting, and information contributes to the author's purpose.	See the following opportunities to support this standard: Teacher's Edition: 63, 222

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c) Compare the use of fact and fantasy in historical fiction with other forms of literature.	See the following opportunities to support this standard: Teacher's Edition: 60-61 <i>Teaching Resources:</i> Audiobooks: 17, 19 Paperbacks: 24, 36
d) Identify major events and supporting details.	Teacher's Edition: 8C, 10-19, 41, 245 <i>Resources for Differentiated Instruction:</i> Book 1: 292, 293, 396, 397 <i>Teaching Resources:</i> Topic Software: 19, 25, 30, 41, 42, 48, 51, 56, 63, 69 Paperbacks: 43, 51
e) Describe the relationship between text and previously read materials.	Teacher's Edition: 40, 61, 67, 113, 118, 226
f) Identify sensory words.	Teacher's Edition: 137, 139, 141, 192, 204 <i>Resources for Differentiated Instruction:</i> Book 1: 274-275 Book 3: 60
4.5 The student will read and demonstrate comprehension of nonfiction.	
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.	Teacher's Edition: 18, 95, 114, 118, 224
b) Formulate questions that might be answered in the selection.	Teacher's Edition: 18, 86, 93, 166, 168, 173, 221
c) Explain the author's purpose.	See the following opportunities to support this standard: Teacher's Edition: 63, 222
d) Make simple inferences, using information from texts.	Teacher's Edition: 34, 37, 38, 60, 62, 65, 71, 114, 138, 140, 144, 147, 175, 193 <i>Resources for Differentiated Instruction:</i> Book 1: 302, 303, 404 <i>Teaching Resources:</i> Audiobooks: 51 Paperbacks: 57, 99
e) Draw conclusions, using information from texts.	Teacher's Edition: 17, 42, 94, 110 <i>Resources for Differentiated Instruction:</i> Book 1: 304, 305, 405 <i>Teaching Resources:</i> Audiobooks: 42 Paperbacks: 49, 53
f) Summarize content of selection, identifying important ideas and providing details for each important idea.	Teacher's Edition: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245 <i>Resources for Differentiated Instruction:</i> Book 1: 294-295 Book 2: 83 <i>Teaching Resources:</i> Paperbacks: 73

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g) Describe relationship between content and previously learned concepts or skills.	Teacher's Edition: 40, 61, 67, 113, 118, 226
h) Distinguish between cause and effect and between fact and opinion.	Teacher's Edition: 81, 104, 164C, 166-175, 186, 197, 223, 246 <i>Resources for Differentiated Instruction:</i> Book 1: 296, 297, 322, 399, 400, 415 <i>Teaching Resources:</i> Audiobooks: 30, 33, 60 Paperbacks: 55, 71, 83, 91
i) Identify new information gained from reading.	Teacher's Edition: 10-11, 60-71, 112-115, 116-117, 216-225 <i>Resources for Differentiated Instruction:</i> Book 1: 291, 305, 314, 325, 337 Test Taking Strategies: 18, 33, 53, 73, 95 <i>Teaching Resources:</i> Paperbacks: 13, 18, 22, 31, 39
4.6 The student will demonstrate comprehension of information resources to research a topic.	
a) Construct questions about a topic.	Teacher's Edition: 18, 86, 93, 166, 168, 173, 221
b) Collect information, using the resources of the media center, including online, print, and media resources.	Teachers may address this standard during whole- or small-group instruction.
c) Evaluate and synthesize information.	Teacher's Edition: 13, 18, 84C, 86-95, 95, 106, 114, 118, 174, 190, 194, 220, 224, 225, 245 <i>Resources for Differentiated Instruction:</i> Book 1: 294-295 Book 2: 83 <i>Teaching Resources:</i> Paperbacks: 73
Writing	See the following selected examples:
4.7 The student will write effective narratives, poems, and explanations.	Teacher's Edition: 23, 47, 75, 123, 155, 179, 231 <i>Resources for Differentiated Instruction:</i>
a) Focus on one aspect of a topic.	Book 2: 14, 24, 49, 69, 94, 114, 129 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
b) Develop a plan for writing.	See the following selected examples: Teacher's Edition: 24, 76, 100, 178, 232 <i>Resources for Differentiated Instruction:</i> Book 2: 26, 67, 86, 101, 136 Test Taking Strategies: 100, 102, 103, 106, 108 <i>Teaching Resources:</i> Paperbacks: 103, 105, 106, 107, 108
c) Organize writing to convey a central idea.	Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108

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d) Write several related paragraphs on the same topic.	Teachers may address this standard during whole- or small-group instruction.
e) Utilize elements of style, including word choice and sentence variation.	See the following opportunities to support this standard: Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
f) Write rhymed, unrhymed, and patterned poetry.	Teacher's Edition: <i>Resources for Differentiated Instruction:</i> Book 2: 134-138
g) Use available technology.	Teacher's Edition: T46 <i>Teaching Resources:</i> Topic Software: 27, 31, 42, 49, 55, 60, 63, 66, 69 Audiobooks: 14, 15, 16, 17, 19, 20, 21, 22, 23, 25
4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.	Teacher's Edition: 158 <i>Resources for Differentiated Instruction:</i> Book 2: 178, 179
a) Use subject-verb agreement.	
b) Include prepositional phrases.	Teachers may address this standard during whole- or small-group instruction.
c) Eliminate double negatives.	Teacher's Edition: 183, 250 <i>Resources for Differentiated Instruction:</i> Book 2: 198, 199
d) Use noun-pronoun agreement.	See the following opportunities to support this standard: Teacher's Edition: 180, 249 <i>Resources for Differentiated Instruction:</i> Book 2: 23, 38, 162, 163, 164, 165, 180, 181, 182, 183, 184, 185
e) Use commas in series, dates, and addresses.	Teacher's Edition: 103, 251 <i>Resources for Differentiated Instruction:</i> Book 2: 128, 206, 207
f) Incorporate adjectives and adverbs.	Teacher's Edition: 206, 234, 249 <i>Resources for Differentiated Instruction:</i> Book 2: 186, 187, 188, 189, 192, 193, 194, 195
g) Use the articles a, an, and the correctly.	Teacher's Edition: <i>Resources for Differentiated Instruction:</i> Book 2: 190, 191
h) Use correct spelling for frequently used words, including common homophones.	Teacher's Edition: 72, 73, 120, 294 <i>Resources for Differentiated Instruction:</i> Book 1: 242-243

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Oral Language	
5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.	See the following selected examples:
a) Participate in and contribute to discussions across content areas.	Teacher's Edition: 11, 27, 35, 41, 53, 61, 73, 85, 99, 111, 133, 145, 159, 163, 175, 191, 207, 213, 225, 237
b) Organize information to present reports of group activities.	Teachers may address this standard during whole- or small-group instruction.
c) Summarize information gathered in group activities.	Teachers may address this standard during whole- or small-group instruction.
5.2 The student will use effective nonverbal communication skills.	Teachers may address this standard during whole- or small-group instruction.
a) Maintain eye contact with listeners.	
b) Use gestures to support, accentuate, and dramatize verbal message.	Teachers may address this standard during whole- or small-group instruction.
c) Use facial expressions to support and dramatize verbal message.	Teachers may address this standard during whole- or small-group instruction.
d) Use posture appropriate for communication setting.	Teachers may address this standard during whole- or small-group instruction.
5.3 The student will make planned oral presentations.	Teachers may address this standard during whole- or small-group instruction.
a) Determine appropriate content for audience.	
b) Organize content sequentially or around major ideas.	Teachers may address this standard during whole- or small-group instruction.
c) Summarize main points before or after presentation.	Teachers may address this standard during whole- or small-group instruction.
d) Incorporate visual aids to support the presentation.	Teachers may address this standard during whole- or small-group instruction.
e) Use grammatically correct language and specific vocabulary.	<i>Resources for Differentiated Instruction:</i> Book 3: 21, 24, 26, 29, 30, 32, 35, 39, 41, 42, 44, 46, 49, 52, 55, 58, 60, 64, 67, 70
Reading	
5.4 The student will read fiction and nonfiction with fluency and accuracy.	Teacher's Edition: 16, 93, 96, 116 <i>Resources for Differentiated Instruction:</i>
a) Use context to clarify meaning of unfamiliar words.	Book 1: 264
b) Use knowledge of root words, prefixes, and suffixes.	Teacher's Edition: 20, 21, 201, 240, 242
c) Use dictionary, glossary, thesaurus, and other word-reference materials.	Teacher's Edition: 229, 240-244 <i>Resources for Differentiated Instruction:</i> Book 1: 244

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5.5 The student will read and demonstrate comprehension of fiction. a) Describe the relationship between text and previously read materials.	Teacher's Edition: 40, 61, 67, 113, 118, 226
b) Describe character development in fiction and poetry selections.	Teacher's Edition: 58, 64, 65, 70, 71, 136, 137, 138, 139, 143, 145, 147, 149, 224 <i>Resources for Differentiated Instruction:</i> Book 1: 306, 307 <i>Teaching Resources:</i> Audiobooks: 27, 39 Paperbacks: 59, 79, 89
c) Describe the development of plot and explain how conflicts are resolved.	Teacher's Edition: 32D, 56F, 58, 64, 65, 67, 132D, 136, 140, 141, 148, 149, 247, 248 <i>Resources for Differentiated Instruction:</i> Book 1: 310, 311 <i>Teaching Resources:</i> Audiobooks: 57 Paperbacks: 47, 63, 101
d) Describe the characteristics of free verse, rhymed, and patterned poetry.	Teacher's Edition: 150-151, 226-227 <i>Resources for Differentiated Instruction:</i> Book 1: 329, 352 Book 2: 134-135, 138 <i>Teaching Resources:</i> Audiobooks: 20
e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.	See the following opportunities to support this standard: Teacher's Edition: 63, 222
5.6 The student will read and demonstrate comprehension of nonfiction. a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.	Teacher's Edition: 18, 95, 114, 118, 224
b) Identify structural patterns found in nonfiction.	Teacher's Edition: 10-11, 60-71, 112-115, 116-117, 216-225 <i>Resources for Differentiated Instruction:</i> Book 1: 291, 305, 314, 325, 337 Test Taking Strategies: 18, 33, 53, 73, 95 <i>Teaching Resources:</i> Paperbacks: 13, 18, 22, 31, 39

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c) Locate information to support opinions, predictions, and conclusions.	See the following selected examples: Teacher's Edition: 42, 94, 110, 249 <i>Resources for Differentiated Instruction:</i> Book 1: 304, 305, 319 Book 2: 104-107, 109-113 Test Taking Strategies: 60-61, 106-108, 113-114 <i>Teaching Resources:</i> Topic Software: 21, 39, 51 Audiobooks: 42, 48 Paperbacks: 49, 53, 81
d) Identify cause-and-effect relationships.	Teacher's Edition: 164C, 166-175, 186, 197, 246 <i>Resources for Differentiated Instruction:</i> Book 1: 296, 297, 399, 400 <i>Teaching Resources:</i> Audiobooks: 30, 33 Paperbacks: 55, 71, 83, 91
e) Identify compare-and-contrast relationships.	Teacher's Edition: 188C, 190-199, 223, 246 <i>Resources for Differentiated Instruction:</i> Book 1: 298, 299, 401 Book 2: 57 <i>Teaching Resources:</i> Topic Software: 19, 21, 25, 26, 30, 36, 38, 45, 61 Audiobooks: 36 Paperbacks: 77, 97
f) Skim materials to develop a general overview of content and to locate specific information.	<i>Resources for Differentiated Instruction:</i> Book 1: 515
g) Identify new information gained from reading.	Teacher's Edition: 10-11, 60-71, 112-115, 116-117, 216-225 <i>Resources for Differentiated Instruction:</i> Book 1: 291, 305, 314, 325, 337 Test Taking Strategies: 18, 33, 53, 73, 95 <i>Teaching Resources:</i> Paperbacks: 13, 18, 22, 31, 39
5.7 The student will demonstrate comprehension of information from a variety of print resources. a) Develop notes that include important concepts, summaries, and identification of information sources.	See the following opportunities to support this standard: Teacher's Edition: 13, 84C, 86-95, 106, 174, 190, 194, 220, 225, 245 <i>Resources for Differentiated Instruction:</i> Book 1: 294-295 Book 2: 83 <i>Teaching Resources:</i> Paperbacks: 73

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b) Organize information on charts, maps, and graphs.	Teacher's Edition: 43, 94, 174 <i>Resources for Differentiated Instruction:</i> Book 1: 326, 327
Writing 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain. a) Choose planning strategies for various writing purposes.	See the following selected examples: Teacher's Edition: 24, 76, 100, 178, 232 <i>Resources for Differentiated Instruction:</i> Book 2: 26, 67, 86, 101, 136 Test Taking Strategies: 100, 102, 103, 106, 108 <i>Teaching Resources:</i> Paperbacks: 103, 105, 106, 107, 108
b) Organize information.	Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
c) Demonstrate awareness of intended audience.	See the following opportunities to support this standard: Teacher's Edition: 24, 76, 100, 178, 232 <i>Resources for Differentiated Instruction:</i> Book 2: 26, 67, 86, 101, 136 Test Taking Strategies: 100, 102, 103, 106, 108 <i>Teaching Resources:</i> Paperbacks: 103, 105, 106, 107, 108
d) Use precise and descriptive vocabulary to create tone and voice.	See the following opportunities to support this standard: Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
e) Vary sentence structure.	See the following opportunities to support this standard: Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
f) Revise writing for clarity.	Teacher's Edition: 25, 49, 77, 101, 125, 157, 181, 205, 233 <i>Teaching Resources:</i> Paperbacks: 103, 104, 105, 106, 107, 108
g) Use available technology to access information.	Teacher's Edition: T46 <i>Teaching Resources:</i> Topic Software: 27, 31, 42, 49, 55, 60, 63, 66, 69 Audiobooks: 14, 15, 16, 17, 19, 20, 21, 22, 23, 25
5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure. a) Use plural possessives.	Teachers may address this standard during whole- or small-group instruction.

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b) Use adjective and adverb comparisons.	Teacher's Edition: 206, 234, 249 <i>Resources for Differentiated Instruction:</i> Book 2: 186, 187, 188, 189, 192, 193, 194, 195
c) Identify and use interjections.	Teachers may address this standard during whole- or small-group instruction.
d) Use apostrophes in contractions and possessives.	Teachers may address this standard during whole- or small-group instruction.
e) Use quotation marks with dialogue.	Teacher's Edition: 207, 250 <i>Resources for Differentiated Instruction:</i> Book 2: 28
f) Use commas to indicate interrupters and in the salutation and closing of a letter.	Teacher's Edition: 127, 250 <i>Resources for Differentiated Instruction:</i> Book 2: 73, 158, 159, 200, 201, 208, 209
g) Use a hyphen to divide words at the end of a line.	Teachers may address this standard during whole- or small-group instruction.
h) Edit for clausal fragments, run-on sentences, and excessive coordination.	Teacher's Edition: 26, 50, 78, 248 <i>Resources for Differentiated Instruction:</i> Book 2: 202, 203, 210, 211