

**Scholastic Read 180, Stage A ©2005**  
**correlated to**  
**Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities**  
**Grade 4**

Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 4	Scholastic Read 180, Stage A ©2005
<b>Standard 1.1: Reading Strategies</b>	
<b>Early Reading Skills and Strategies:</b>	
<b>Phonological Awareness</b>	
R4: 1 Applies phonological knowledge and skills by...	
No GLE at this grade level	
<b>Concepts of Print</b>	
R4: 2: Demonstrates understanding of concepts of print during shared or individual reading by...	
No GLE at this grade level	
<b>Word Identification Skills and Strategies</b>	
R4: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, or word patterns (including prefixes, and suffixes) (*See Appendix for the six syllable types.)</li> </ul>	rBook TE and rBook SE: 19, 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 110-112, 113-115, 116-118, 125-127, 128-130, 131-133, 134-136, 137-139, 151
<b>Context and Self-Correction Strategies</b>	
R4: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>	rBook TE and rBook SE: 10, 16, 19, 93, 116  Resources for Differentiated Instruction Book 1: 238, 318, 319, 375, 376-377
<b>Vocabulary Strategies and Breadth of Vocabulary</b>	
R4: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) R–4–2.1</li> </ul>	rBook TE and rBook SE: 10, 16, 19, 20, 21, 67, 93, 96, 116, 142, 174, 190, 201, 226  Resources for Differentiated Instruction Book 1: 238-239, 244-245, 254-255, 256-257, 258-259, 264-265
R4: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> <li>Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning R–4–3.1</li> </ul>	rBook TE and rBook SE: 44, 45, 72, 73, 120, 200  Resources for Differentiated Instruction Book 1: 242, 243, 246, 247, 248, 249, 254, 255
<ul style="list-style-type: none"> <li>Describing words in terms of categories, functions, or features</li> </ul>	rBook TE and rBook SE: 20, 44, 72, 73, 96, 97, 120, 152, 153, 176, 177, 200, 201, 228, 236, 240, 246, 247, 254, 255, 256, 257, 258, 259, 260, 261, 266, 267, 268, 269  Resources for Differentiated Instruction Book 1: 325 Book 3: 24, 25, 28, 33, 35, 38, 39, 43, 44, 51, 52, 53, 58, 59, 60

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<ul style="list-style-type: none"> <li>Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary R-4-3.2</li> </ul>	rBook TE and rBook SE: 43, 152, 176  Resources for Differentiated Instruction Book 1: 238, 239, 240, 241, 250, 251, 254, 255, 264, 265, 325
<b>Comprehension Strategies</b>	
R4: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-15, 40-43, 88-91, 110-111, 172-175, 192-195, 214-215  Resources for Differentiated Instruction Book 1: 308-309, 314, 315, 316, 317, 318, 319, 320, 321  Teaching Resources Topic Software: 18, 19, 27, 28, 37, 55, 63 Audiobooks: 14, 27, 30, 33, 39, 42, 51, 54 Paperbacks: 21, 28, 43, 47, 51, 57, 65, 81
<b>Monitoring and Adjusting Strategies</b>	
R4: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> <li>Sampling a page of text for readability and interest</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 12, 16, 36, 40, 88, 92, 112, 116, 134, 168, 172, 192, 196  Resources for Differentiated Instruction Book 1: 314, 315
<ul style="list-style-type: none"> <li>Previewing text selections</li> </ul>	rBook TE and rBook SE: 8, 32, 56, 58, 84, 108, 132, 134, 164, 188, 212  Resources for Differentiated Instruction Book 1: 325, 384
<ul style="list-style-type: none"> <li>Stopping to reread, adjust pace, and use other strategies as needed</li> </ul>	rBook TE and rBook SE: 66, 67, 151, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 168-171, 180-183, 318, 375

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<b>Standard 1.2: Reading Accuracy</b>	
<b>Accuracy and Fluency</b>	
R4: 9 Reads grade-level-appropriate material with:	
<ul style="list-style-type: none"> <li>Accuracy: reading material appropriate for grade 4 with 90–94% accuracy (See Appendix for sample titles.)</li> </ul>	rBook TE and rBook SE: 163B  Resources for Differentiated Instruction Book 1: 158-159, 160-161, 163, 164-165, 180-183, 184-185, 191
<ul style="list-style-type: none"> <li>Fluency: reading with oral fluency rates of at least 115–140 words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix for suggested rates.)</li> </ul>	rBook TE and rBook SE: 163B  Resources for Differentiated Instruction Book 1: 180-183, 184-185, 189  Teaching Resources Topic Software: 20, 25, 27, 30, 32, 37, 39, 42, 44, 49, 51, 54, 56, 61, 63, 66, 68
<ul style="list-style-type: none"> <li>Fluency: reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue</li> </ul>	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A  Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183
<b>Standard 1.3: Reading Comprehension</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Initial Understanding of Literary Text</b>	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R4: 10 Demonstrate initial understanding of key elements of literary text by...	
<ul style="list-style-type: none"> <li>Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time R–4–4.1</li> </ul>	rBook TE and rBook SE: 59-71, 136-149  Resources for Differentiated Instruction Book 1: 300-301, 306-307, 308-309, 310-311  Teaching Resources Audiobooks: 14, 15, 18, 22, 24 Paperbacks: 14, 16, 18, 25, 27, 29, 31, 33, 37, 40
<ul style="list-style-type: none"> <li>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R–4–4.2</li> </ul>	The opportunity to address this objective is available. See the following: Teaching Resources Audiobooks: 17, 23, 54 Paperbacks: 17, 19, 20, 23, 26, 27

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<ul style="list-style-type: none"> <li>Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction)</li> </ul>	rBook TE and rBook SE: 71, 132, 150-151, 226  Resources for Differentiated Instruction Book 1: 301, 302, 312, 329, 330  Teaching Resources Audiobooks: 20
<b>R4: 11 Demonstrate initial understanding of author’s craft used in literary texts by...</b>	
<ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue</li> </ul>	rBook TE and rBook SE: 67, 137, 139, 141, 151, 227  Resources for Differentiated Instruction Book 1: 332, 333, 334, 335, 336, 337, 348, 356, 363-364, 366, 367, 388, 391, 392
<b>Initial Understanding of Informational Text</b>	
All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
<b>R4: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>	
<ul style="list-style-type: none"> <li>Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) R–4–7.1</li> </ul>	rBook TE and rBook SE: 12, 16, 34, 36, 42-43, 88, 95, 112, 116, 166, 168, 172, 192, 196, 214  Resources for Differentiated Instruction Book 1: 315, 325, 371-372, 384
<ul style="list-style-type: none"> <li>Using information from the text to answer questions related to explicitly stated main/central ideas or key details R–4–7.2</li> </ul>	rBook TE and rBook SE: 10-11, 12-15, 16-19, 41  Resources for Differentiated Instruction Book 1: 292  Teaching Resources Topic Software: 19, 24, 25, 26, 30, 42, 45, 48, 50, 54, 56, 60, 62, 66, 69
<ul style="list-style-type: none"> <li>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing) R–4–7.3</li> </ul>	rBook TE and rBook SE: 87, 91, 99  Resources for Differentiated Instruction Book 1: 288, 289, 292, 293, 294, 295, 316, 338, 339-340, 344, 345-346, 347, 373  Teaching Resources Topic Software: 18, 30, 32

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<ul style="list-style-type: none"> <li>Identifying the characteristics of a variety of types of text (e.g., reference: encyclopedias, children’s magazines content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)</li> </ul>	rBook TE and rBook SE: 12-14, 40-43, 88-90, 110, 116-119, 166, 172-175, 190, 192-194, 214  Resources for Differentiated Instruction Book 1: 324, 325, 327, 382-383, 384, 386 Book 2: 114-115, 124-125
<b>Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text,</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Analysis and Interpretation of Literary Text/Citing Evidence</b>	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
<b>R4: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>	
<ul style="list-style-type: none"> <li>Making logical predictions R–4–5.1</li> </ul>	rBook TE and rBook SE: 132  Resources for Differentiated Instruction Book 1: 319, 376-377  Teaching Resources Audiobooks: 20, 48 Paperbacks: 17, 21, 23, 25, 28, 30, 81
<ul style="list-style-type: none"> <li>Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters’ personality traits R–4–5.2</li> </ul>	rBook TE and rBook SE: 63, 67, 69, 139, 143, 145  Resources for Differentiated Instruction Book 1: 306, 307, 362, 363-364  Teaching Resources Paperbacks: 16, 30, 32, 33, 37, 40, 59, 77, 79, 89, 97
<ul style="list-style-type: none"> <li>Making inferences about problem, conflict, or solution R–4–5.3</li> </ul>	rBook TE and rBook SE: 60, 65  Resources for Differentiated Instruction Book 1: 300, 301, 302, 303, 357, 358  Teaching Resources Audiobooks: 15, 21, 24 Paperbacks: 17, 22, 27, 29, 37, 57, 67, 85, 93, 99
<ul style="list-style-type: none"> <li>Identifying who is telling the story R–4–5.4</li> </ul>	rBook TE and rBook SE: 60, 136  Resources for Differentiated Instruction Book 1: 320, 378

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<ul style="list-style-type: none"> <li>Identifying author’s message or theme R–4–5.5</li> </ul>	rBook TE and rBook SE: 135, 149, 227  Resources for Differentiated Instruction Book 1: 312, 369  Teaching Resources Audiobooks: 16, 19 Paperbacks: 28, 33
<ul style="list-style-type: none"> <li>Identifying causes or effects, including possible motives of characters</li> </ul>	rBook TE and rBook SE: 139, 141  Resources for Differentiated Instruction Book 1: 296, 297, 349, 350-351  Teaching Resources Audiobooks: 15, 16, 18, 21, 22 Paperbacks: 14, 18, 24, 30, 32, 36, 38
R4: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...	
No GLE at this grade level	
R4: 15 Generates a personal response to what is read through a variety of means and through...	
<ul style="list-style-type: none"> <li>Comparing stories or other texts to related personal experience, prior knowledge, or other books</li> </ul>	rBook TE and rBook SE: 61, 67, 227  Resources for Differentiated Instruction Book 1: 331, 391, 392
<b>Standard 1.3: Reading Comprehension</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Analysis and Interpretation of Informational Text/Citing Evidence</b>	
R4: 16 Analyze and interpret informational text, citing evidence as appropriate by...	
<ul style="list-style-type: none"> <li>Connecting information within a text or across texts R–4–8.1</li> </ul>	rBook TE and rBook SE: 14, 35, 36, 43, 87, 89, 111, 119, 167, 169, 198, 215, 227
<ul style="list-style-type: none"> <li>Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R–4–8.2</li> </ul>	rBook TE and rBook SE: 10-11, 12-15, 16-19, 36-39, 40-43, 88-91, 92-95, 112-115, 116-119, 168-171, 172-175, 192-195, 196-199, 214  Resources for Differentiated Instruction Book 1: 324, 325, 328, 382-383, 384, 387

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<ul style="list-style-type: none"> <li>Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant R–4–8.3</li> </ul>	rBook TE and rBook SE: 42, 110, 214-215, 216-225  Resources for Differentiated Instruction Book 1: 304-305, 321  Teaching Resources Topic Software: 20, 24, 32, 36, 37, 43, 49, 51, 55, 61, 66, 68 Audiobooks: 25 Paperbacks: 22
<ul style="list-style-type: none"> <li>Distinguishing fact from opinion R–4–8.4</li> </ul>	rBook TE and rBook SE: 52, 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 380
<ul style="list-style-type: none"> <li>Making inferences about causes or effects R–4–8.5</li> </ul>	rBook TE and rBook SE: 175, 217  Teaching Resources Topic Software: 51
<b>Standard 1.4: Reading Range of Text</b>	
<b>Reading Extensively</b>	
R4: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> <li>Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading</li> </ul>	Teaching Resources Audiobooks: 14, 18, 22, 24, 69 Paperbacks: 11, 13, 15, 19, 22, 25, 28, 30, 32, 34, 36, 38, 109
<b>Reading Widely and In Depth</b>	
(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)	
R4: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> <li>Reading from at least three different genres/kinds of text including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction; informational: dictionaries, glossaries, encyclopedias, children’s magazines, student newspapers, content trade books, textbooks; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)</li> </ul>	rBook TE and rBook SE: 12-14, 55B, 60-71, 110  Resources for Differentiated Instruction Book 1: 324, 325  Teaching Resources Audiobooks: 15, 16, 19, 20, 25, 69 Paperbacks: 12, 14, 16, 23, 26, 31, 35, 39, 109

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<ul style="list-style-type: none"> <li>Reading at least the equivalent of four books by an author, about a subject, or in one genre</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 55B, 151</p> <p>Teaching Resources  Audiobooks: 16, 22  Paperbacks: 11, 13, 15, 20, 21, 22, 23, 26, 27, 28, 31, 34, 37, 38, 40, 109</p>
<b>Standard 1.4: Reading Range of Text</b>	
<b>Standard 5.12: Literate Community</b>	
<b>Literate Community</b>	
R4: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> <li>Self-selecting reading materials in line with reading ability and personal interests</li> </ul>	rBook TE and rBook SE: 55B
<ul style="list-style-type: none"> <li>Participating in appropriate and focused discussions about text by offering comments and supporting evidence recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</li> </ul>	rBook TE and rBook SE: 131B, 211B
<b>Standard 1.5: Writing Dimensions</b>	
<b>Writing Process</b>	
W4: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 155-159, 179-183, 203-207, 231-235  Resources for Differentiated Instruction Book 2: 14, 29, 49, 59, 74, 84, 99, 109, 114, 124, 134
<b>Standard 1.6: Writing Conventions</b>	
<b>Writing Conventions</b>	
W4: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> <li>Identifying grammatical errors, when given examples W–4–9.1</li> </ul>	rBook TE and rBook SE: 26, 50, 78, 102, 126, 158, 182, 206, 234  Resources for Differentiated Instruction Book 2: 156-157, 158-159, 162-163, 166-167, 168-169, 170-171, 174-175, 176-177, 178-179, 180-181, 198-199
<ul style="list-style-type: none"> <li>Applying basic capitalization rules W–4–9.2</li> </ul>	rBook TE and rBook SE: 51  Resources for Differentiated Instruction Book 2: 14, 19, 24, 34, 39, 44, 49, 54, 59, 64, 69, 79, 89, 94, 99, 104, 119, 129, 134

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<ul style="list-style-type: none"> <li>Using commas correctly in dates and in a series (Note: Either form is correct—x, y, and z or x, y and z) W–4–9.3</li> </ul>	rBook TE and rBook SE: 103  Resources for Differentiated Instruction Book 2: 124, 126, 127, 128, 206-207
<ul style="list-style-type: none"> <li>Using end punctuation correctly in a variety of sentence structures W–4–9.4</li> </ul>	rBook TE and rBook SE: 27, 77, 125, 181, 233  Resources for Differentiated Instruction Book 2: 19, 29, 39, 44, 54, 64, 69, 79, 89, 94, 104, 119, 124, 129, 134
<b>W4: 3 In independent writing, students demonstrate command of conventional English spelling by...</b>	
<ul style="list-style-type: none"> <li>Applying spelling knowledge in proofreading and editing of writing</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 157, 233  Resources for Differentiated Instruction Book 2: 14, 19, 34, 39, 44, 54, 64, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
<ul style="list-style-type: none"> <li>Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system W–4–9.5</li> </ul>	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 194, 195, 198-199 Book 2: 24, 29, 34, 39, 49, 54, 59, 69, 74, 79, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
<ul style="list-style-type: none"> <li>Using within-word patterns and common syllable patterns to correct spelling (e.g., common and less frequent vowel teams (e.g., eigh, au, aw, ea for short e, r-controlled syllables, consonant-le syllables, vowel-consonant- silent e, and open syllables with multisyllabic words)</li> </ul>	The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction Book 1: 194, 195, 198-199, 214-215, 216-217, 226-227
<b>Standard 5.18: Structures</b>	
<b>Structures of Language</b>	
<b>W4: 4 Students demonstrate command of the structures of the English language by...</b>	
<ul style="list-style-type: none"> <li>Writing a variety of simple complete simple and compound sentences W–4–1.1</li> </ul>	rBook TE and rBook SE: 25-26, 49-50, 77-78  Resources for Differentiated Instruction Book 2: 73, 74, 78
<ul style="list-style-type: none"> <li>Using the paragraph form: indenting, main idea, supporting details W–4–1.2</li> </ul>	rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233  Resources for Differentiated Instruction Book 2: 14, 24, 34, 44, 54, 69, 74, 89, 99, 109, 114

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<b>Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices,</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Writing in Response to Literary or Informational Text</b>	
W4: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> <li>Selecting appropriate information to set background/context W-4-2.1</li> </ul>	rBook TE and rBook SE: 75-76, 99-100, 155-156  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
<ul style="list-style-type: none"> <li>Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts W-4-2.3</li> </ul>	rBook TE and rBook SE: 75-77
W4: 6 In response to literary or informational text students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> <li>Stating and maintaining a focus (purpose) when responding to a given question W-4-3.1</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 14, 18, 38, 42, 64, 90, 94, 114, 118, 140, 148, 155-157, 170, 174, 179-181, 194, 198, 218, 222
<ul style="list-style-type: none"> <li>Using specific details and references to text to support focus W-4-3.3</li> </ul>	rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
<ul style="list-style-type: none"> <li>Making inferences about content, events, characters, setting, or common themes W-4-3.2</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
W4: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> <li>Organizing ideas, using transition words/phrases, and writing a conclusion W-4-3.4</li> </ul>	rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102

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<b>Standard 1.8: Reports</b>	
<b>Standard 1.19: Research</b>	
<b>Informational Writing: Reports</b>	
W4: 8 In reports, students organize information by...	
<ul style="list-style-type: none"> <li>• Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments) W–4–6.1</li> </ul>	Resources for Differentiated Instruction Book 2: 144, 146, 147, 150
<ul style="list-style-type: none"> <li>• Writing an introduction that sets the context (including materials list in procedures) W–4–6.2</li> </ul>	Resources for Differentiated Instruction Book 2: 147, 150
<ul style="list-style-type: none"> <li>• Using transition words or phrases W–4–6.3</li> </ul>	Resources for Differentiated Instruction Book 2: 147
<ul style="list-style-type: none"> <li>• Writing a conclusion W–4–6.4</li> </ul>	Resources for Differentiated Instruction Book 2: 147, 150
<ul style="list-style-type: none"> <li>• Listing sources at end of a report, if appropriate</li> </ul>	Resources for Differentiated Instruction Book 2: 147, 150
W4: 9 In reports, students effectively convey a perspective on a subject by...	
<ul style="list-style-type: none"> <li>• Establishing a topic (purpose)</li> </ul>	Resources for Differentiated Instruction Book 2: 139, 140, 147
<ul style="list-style-type: none"> <li>• Stating and maintaining a focus/controlling idea on a topic W–4–7.2</li> </ul>	Resources for Differentiated Instruction Book 2: 139, 147, 150
W4: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> <li>• Including facts and details relevant to focus/controlling idea W–4–8.2</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 146, 147, 150
<ul style="list-style-type: none"> <li>• Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, or use of visual images W–4–8.3</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 146, 147, 150
<b>Standard 1.9: Narratives</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Expressive Writing: Narratives</b>	
W4: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> <li>• Creating a clear, understandable story line with a beginning, middle, and end W–4–4.1</li> </ul>	rBook TE and rBook SE: 48, 49, 180, 181, 232, 233  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 31, 34, 36, 37, 39, 42, 43
<ul style="list-style-type: none"> <li>• Establishing a problem and solution W–4–4.2</li> </ul>	Resources for Differentiated Instruction Book 2: 14, 16, 17, 43

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<b>Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 4</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<b>W4: 12 Students demonstrate use of narrative strategies by...</b>	
<ul style="list-style-type: none"> <li>• Using relevant and descriptive details W-4-5.1</li> </ul>	rBook TE and rBook SE: 48, 49, 180, 181, 232, 233  Resources for Differentiated Instruction Book 2: 14, 16, 17, 19, 21, 22, 24, 27, 29, 31, 32, 34, 36, 37, 39, 42
<ul style="list-style-type: none"> <li>• Identifying characters W-4-5.3</li> </ul>	Resources for Differentiated Instruction Book 2: 34, 37, 39, 42, 43
<b>Standard 1.10: Procedures</b>	
<b>Informational Writing: Procedures</b>	
<b>W4: 13 In written procedures, students organize steps of procedures by...</b>	
<ul style="list-style-type: none"> <li>• Providing a purpose for the procedure with clear directions and explanations W-4-7.2</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117
<ul style="list-style-type: none"> <li>• Using numbering, words, or phrases to arrange the steps in a logical manner W-4-6.3</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117, 118
<ul style="list-style-type: none"> <li>• Using details that help the reader understand the process W-4-8.2 and W-4-8.3</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117, 118
<ul style="list-style-type: none"> <li>• Providing a list of materials to be used, if appropriate W-4-6.2</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114, 116, 117
<ul style="list-style-type: none"> <li>• Providing a conclusion W-4-6.4</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117

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<b>Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 4</b>	<b>Scholastic Read 180, Stage A ©2005</b>
W4: 14 In written procedures, students anticipate the readers’ needs by...	
No GLE at this grade level	
<b>Standard 1.11: Persuasive Writing</b>	
<b>Informational Writing: Persuasive Writing</b>	
W4: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing	
W4: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
No formal assessment at this grade; classroom assessment should be done in instructional, supported writing	
<b>Standard 1.12: Personal Essay</b>	
<b>Expressive Writing: Reflective Essay</b>	
W4: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> <li>• Using details to establish place, time, and situation (purpose)</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 21, 22, 24, 27
<ul style="list-style-type: none"> <li>• Establishing focus, when responding to a given question or idea</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 22, 24, 27
<ul style="list-style-type: none"> <li>• Showing evidence of individual voice and exhibiting techniques for reflecting on thoughts or feelings questioning, comparing, or connecting</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 22, 24, 27
<ul style="list-style-type: none"> <li>• Having coherent organization</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 21, 22, 24, 27
<b>Standard 1.23: Poetry</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Expressive Writing: Poetry</b>	
W4: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> <li>• Establishing a clear topic or focus (purpose)</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 136, 137
<ul style="list-style-type: none"> <li>• Writing poems that express feeling</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 137
W4: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> <li>• Using sensory details and multisensory images</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 137
<ul style="list-style-type: none"> <li>• Using simple poetic forms</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 136, 137

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Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 5	Scholastic Read 180, Stage A ©2005
<b>Standard 1.1: Reading Strategies</b>	
<b>Early Reading Skills and Strategies:</b>	
<b>Phonological Awareness</b>	
R5: 1 No GLE at this grade level	
<b>Concepts of Print</b>	
R5: 2 No GLE at this grade level	
<b>Word Identification Skills and Strategies</b>	
R5: 3 Applies word identification/decoding strategies by...	
<ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes) (*See Appendix for the six syllable types.)</li> </ul>	rBook TE and rBook SE: 19, 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 110-112, 113-115, 116-118, 125-127, 128-130, 131-133, 134-136, 137-139, 151
<b>Context and Self-Correction Strategies</b>	
R5: 4 Applies context and self-correction strategies by...	
<ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>	rBook TE and rBook SE: 10, 16, 19, 93, 116  Resources for Differentiated Instruction Book 1: 238, 318, 319, 375, 376-377
<b>Vocabulary Strategies and Breadth of Vocabulary</b>	
R5: 5 Identifies the meaning of unfamiliar words by...	
<ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) R–5–2.1</li> </ul>	rBook TE and rBook SE: 10, 16, 19, 20, 21, 67, 93, 96, 116, 142, 174, 190, 201, 226  Resources for Differentiated Instruction Book 1: 238-239, 244-245, 254-255, 256-257, 258-259, 264-265
R5: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...	
<ul style="list-style-type: none"> <li>Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning R–5–3.1</li> </ul>	rBook TE and rBook SE: 44, 45, 72, 73, 120, 200  Resources for Differentiated Instruction Book 1: 242, 243, 246, 247, 248, 249, 254, 255
<ul style="list-style-type: none"> <li>Describing words in terms of categories, functions, or features</li> </ul>	rBook TE and rBook SE: 20, 44, 72, 73, 96, 97, 120, 152, 153, 176, 177, 200, 201, 228, 236, 240, 246, 247, 254, 255, 256, 257, 258, 259, 260, 261, 266, 267, 268, 269  Resources for Differentiated Instruction Book 1: 325 Book 3: 24, 25, 28, 33, 35, 38, 39, 43, 44, 51, 52, 53, 58, 59, 60

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<ul style="list-style-type: none"> <li>Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary R–5–3.2</li> </ul>	rBook TE and rBook SE: 43, 152, 176  Resources for Differentiated Instruction Book 1: 238, 239, 240, 241, 250, 251, 254, 255, 264, 265, 325
<b>Comprehension Strategies</b>	
R5: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.	This objective is addressed throughout. See, for example: rBook TE and rBook SE: 12-15, 40-43, 88-91, 110-111, 172-175, 192-195, 214-215  Resources for Differentiated Instruction Book 1: 308-309, 314, 315, 316, 317, 318, 319, 320, 321  Teaching Resources Topic Software: 18, 19, 27, 28, 37, 55, 63 Audiobooks: 14, 27, 30, 33, 39, 42, 51, 54 Paperbacks: 21, 28, 43, 47, 51, 57, 65, 81
<b>Monitoring and Adjusting Strategies</b>	
R5: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...	
<ul style="list-style-type: none"> <li>Sampling a page of text for readability and interest</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 12, 16, 36, 40, 88, 92, 112, 116, 134, 168, 172, 192, 196  Resources for Differentiated Instruction Book 1: 314, 315
<ul style="list-style-type: none"> <li>Previewing text selections</li> </ul>	rBook TE and rBook SE: 8, 32, 56, 58, 84, 108, 132, 134, 164, 188, 212  Resources for Differentiated Instruction Book 1: 325, 384
<ul style="list-style-type: none"> <li>Stopping to reread, adjust pace, and use other strategies as needed</li> </ul>	rBook TE and rBook SE: 66, 67, 151, 163A, 187A, 211A, 239A  Resources for Differentiated Instruction Book 1: 168-171, 180-183, 318, 375

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<b>Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities, Grade 5</b>	<b>Scholastic Read 180, Stage A ©2005</b>
<b>Standard 1.2: Reading Accuracy</b>	
<b>Accuracy and Fluency</b>	
R5: 9 Reads grade-level-appropriate material with:	
<ul style="list-style-type: none"> <li>Accuracy: reading material appropriate for grade 5 with 90–94% accuracy (See Appendix for sample titles.)</li> </ul>	rBook TE and rBook SE: 163B  Resources for Differentiated Instruction Book 1: 158-159, 160-161, 163, 164-165, 180-183, 184-185, 191
<ul style="list-style-type: none"> <li>Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix for suggested rates.)</li> </ul>	rBook TE and rBook SE: 163B  Resources for Differentiated Instruction Book 1: 180-183, 184-185, 189  Teaching Resources Topic Software: 20, 25, 27, 30, 32, 37, 39, 42, 44, 49, 51, 54, 56, 61, 63, 66, 68
<ul style="list-style-type: none"> <li>Fluency: reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue</li> </ul>	rBook TE and rBook SE: 31A, 55A, 83A, 107A, 131A, 163A, 187A, 211A  Resources for Differentiated Instruction Book 1: 164-167, 168-171, 172-175, 176-179, 180-183
<b>Standard 1.3: Reading Comprehension</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Initial Understanding of Literary Text</b>	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R5: 10 Demonstrate initial understanding of elements of literary text by...	
<ul style="list-style-type: none"> <li>Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time R–5–4.1</li> </ul>	rBook TE and rBook SE: 59-71, 136-149  Resources for Differentiated Instruction Book 1: 300-301, 306-307, 308-309, 310-311  Teaching Resources Audiobooks: 14, 15, 18, 22, 24 Paperbacks: 14, 16, 18, 25, 27, 29, 31, 33, 37, 40
<ul style="list-style-type: none"> <li>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R–5–4.2</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 1: 294, 295, 347, 348  Teaching Resources Audiobooks: 17, 23, 54 Paperbacks: 17, 19, 20, 23, 26, 27

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<ul style="list-style-type: none"> <li>Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)</li> </ul>	rBook TE and rBook SE: 71, 132, 150-151, 226  Resources for Differentiated Instruction Book 1: 301, 302, 312, 329, 330  Teaching Resources Audiobooks: 20
<b>R5: 11 Demonstrate initial understanding of author’s craft used in literary texts by...</b>	
<ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors</li> </ul>	rBook TE and rBook SE: 67, 137, 139, 141, 151, 227  Resources for Differentiated Instruction Book 1: 332, 333, 334, 335, 336, 337, 348, 356, 363-364, 366, 367, 388, 391, 392
<b>Initial Understanding of Informational Text</b>	
<p>All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<b>R5: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>	
<ul style="list-style-type: none"> <li>Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) R–5–7.1</li> </ul>	rBook TE and rBook SE: 12, 16, 34, 36, 42-43, 88, 95, 112, 116, 166, 168, 172, 192, 196, 214  Resources for Differentiated Instruction Book 1: 315, 325, 371-372, 384
<ul style="list-style-type: none"> <li>Using information from the text to answer questions related to main/central ideas or key details R–5–7.2</li> </ul>	rBook TE and rBook SE: 10-11, 12-15, 16-19, 41  Resources for Differentiated Instruction Book 1: 292  Teaching Resources Topic Software: 19, 24, 25, 26, 30, 42, 45, 48, 50, 54, 56, 60, 62, 66, 69
<ul style="list-style-type: none"> <li>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) R–5–7.3</li> </ul>	rBook TE and rBook SE: 87, 91, 99  Resources for Differentiated Instruction Book 1: 288, 289, 292, 293, 294, 295, 316, 338, 339-340, 344, 345-346, 347, 373  Teaching Resources Topic Software: 18, 21, 26, 30, 32, 38, 45, 61

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<ul style="list-style-type: none"> <li>Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)</li> </ul>	rBook TE and rBook SE: 12-14, 40-43, 88-90, 110, 116-119, 166, 172-175, 190, 192-194, 214  Resources for Differentiated Instruction Book 1: 114-115, 324, 325, 327, 328, 382-383, 384, 386, 387 Book 2: 124-125
<b>Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text,</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Analysis and Interpretation of Literary Text/Citing Evidence</b>	
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.	
R5: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
<ul style="list-style-type: none"> <li>Making logical predictions R–5–5.1</li> </ul>	rBook TE and rBook SE: 132  Resources for Differentiated Instruction Book 1: 319, 376-377  Teaching Resources Audiobooks: 20, 48 Paperbacks: 17, 21, 23, 25, 28, 30, 81
<ul style="list-style-type: none"> <li>Describing characters’ physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters’ personality traits or their changes over time R–5–5.2</li> </ul>	rBook TE and rBook SE: 63, 67, 69, 139, 143, 145  Resources for Differentiated Instruction Book 1: 306, 307, 362, 363-364  Teaching Resources Paperbacks: 16, 30, 32, 33, 37, 40, 59, 77, 79, 89, 97
<ul style="list-style-type: none"> <li>Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development) R–5–5.3</li> </ul>	rBook TE and rBook SE: 60, 65  Resources for Differentiated Instruction Book 1: 300, 301, 302, 303, 426, 427, 428  Teaching Resources Audiobooks: 15, 21, 24 Paperbacks: 17, 22, 27, 29, 37, 57, 67, 85, 93, 99
<ul style="list-style-type: none"> <li>Identifying the narrator R–5–5.4</li> </ul>	rBook TE and rBook SE: 60, 136  Resources for Differentiated Instruction Book 1: 320, 378

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<ul style="list-style-type: none"> <li>Identifying author’s message or theme (implied or stated, as in a fable) R–5–5.5</li> </ul>	rBook TE and rBook SE: 135, 149, 227  Resources for Differentiated Instruction Book 1: 312, 369  Teaching Resources Audiobooks: 16, 19 Paperbacks: 28, 33
<ul style="list-style-type: none"> <li>Identifying causes or effects, including possible motives of characters</li> </ul>	rBook TE and rBook SE: 139, 141  Resources for Differentiated Instruction Book 1: 296, 297, 349, 350-351  Teaching Resources Audiobooks: 15, 16, 18, 21, 22 Paperbacks: 14, 18, 24, 30, 32, 36, 38
<b>R5: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...</b>	
<ul style="list-style-type: none"> <li>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works R–5–6.1</li> </ul>	rBook TE and rBook SE: 60, 62, 63, 67, 68, 137, 139, 142, 149, 150, 151, 227  Resources for Differentiated Instruction Book 1: 312, 313, 332, 333, 334, 335, 336, 337
<b>R5: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...</b>	
<ul style="list-style-type: none"> <li>Comparing stories or other texts to related personal experience, prior knowledge, or other books</li> </ul>	rBook TE and rBook SE: 61, 67, 227  Resources for Differentiated Instruction Book 1: 331, 391, 392
<b>Standard 1.3: Reading Comprehension</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Analysis and Interpretation of Informational Text/Citing Evidence</b>	
<b>R5: 16 Analyze and interpret informational text, citing evidence as appropriate by...</b>	
<ul style="list-style-type: none"> <li>Connecting information within a text or across texts R–5–8.1</li> </ul>	rBook TE and rBook SE: 14, 35, 36, 43, 87, 89, 111, 119, 167, 169, 198, 215, 227
<ul style="list-style-type: none"> <li>Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R–5–8.2</li> </ul>	rBook TE and rBook SE: 10-11, 12-15, 16-19, 36-39, 40-43, 88-91, 92-95, 112-115, 116-119, 168-171, 172-175, 192-195, 196-199, 214  Resources for Differentiated Instruction Book 1: 324, 325, 328, 382-383, 384, 387

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<ul style="list-style-type: none"> <li>Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant R–5–8.3</li> </ul>	rBook TE and rBook SE: 42, 110, 214-215, 216-225  Resources for Differentiated Instruction Book 1: 304-305, 321  Teaching Resources Topic Software: 20, 24, 32, 36, 37, 43, 49, 51, 55, 61, 66, 68 Audiobooks: 25 Paperbacks: 22
<ul style="list-style-type: none"> <li>Distinguishing fact from opinion R–5–8.4</li> </ul>	rBook TE and rBook SE: 52, 81, 104, 223  Resources for Differentiated Instruction Book 1: 322, 380
<ul style="list-style-type: none"> <li>Making inferences about causes or effects R–5–8.5</li> </ul>	rBook TE and rBook SE: 175, 217  Teaching Resources Topic Software: 51
<b>Standard 1.4: Reading Range of Text</b>	
<b>Reading Extensively</b>	
R5: 17 Demonstrates the habit of reading extensively* by...	
<ul style="list-style-type: none"> <li>Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading</li> </ul>	Teaching Resources Audiobooks: 14, 18, 22, 24, 69 Paperbacks: 11, 13, 15, 19, 22, 25, 28, 30, 32, 34, 36, 38, 109
<b>Reading Widely and In Depth</b>	
R5: 18 Demonstrates the habit of reading widely and in depth by...	
<ul style="list-style-type: none"> <li>Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries; informational: biography, reports, encyclopedias, children’s magazines, student newspapers, content trade books, Internet Web sites; and practical/functional texts: procedures, instructions menus, recipes, announcements, invitations)</li> </ul>	rBook TE and rBook SE: 12-14, 55B, 60-71, 110  Resources for Differentiated Instruction Book 1: 324, 325  Teaching Resources Audiobooks: 15, 16, 19, 20, 25, 69 Paperbacks: 12, 14, 16, 23, 26, 31, 35, 39, 109

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<ul style="list-style-type: none"> <li>Reading at least the equivalent of four books by an author, about a subject, or in one genre</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 55B, 151</p> <p>Teaching Resources  Audiobooks: 16, 22  Paperbacks: 11, 13, 15, 20, 21, 22, 23, 26, 27, 28, 31, 34, 37, 38, 40, 109</p>
<b>Standard 1.4: Reading Range of Text</b>	
<b>Standard 5.12: Literate Community</b>	
<b>Literate Community</b>	
R5: 19 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> <li>Self-selecting reading materials in line with reading ability and personal interests</li> </ul>	rBook TE and rBook SE: 55B
<ul style="list-style-type: none"> <li>Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</li> </ul>	rBook TE and rBook SE: 131B, 211B
<b>Standard 1.5: Writing Dimensions</b>	
<b>Writing Process</b>	
W5: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	rBook TE and rBook SE: 23-27, 47-51, 75-79, 99-103, 123-127, 155-159, 179-183, 203-207, 231-235  Resources for Differentiated Instruction Book 2: 14, 29, 49, 59, 74, 84, 99, 109, 114, 123, 134
<b>Standard 1.6: Writing Conventions</b>	
<b>Writing Conventions</b>	
W5: 2 In independent writing, students demonstrate command of appropriate English conventions by...	
<ul style="list-style-type: none"> <li>Identifying or correcting grammatical errors</li> </ul>	rBook TE and rBook SE: 26, 50, 78, 102, 126, 158, 182, 206, 234  Resources for Differentiated Instruction Book 2: 156-157, 158-159, 162-163, 166-167, 168-169, 170-171, 174-175, 176-177, 178-179, 180-181, 198-199
<ul style="list-style-type: none"> <li>Applying basic capitalization rules</li> </ul>	rBook TE and rBook SE: 51  Resources for Differentiated Instruction Book 2: 14, 19, 24, 34, 39, 44, 49, 54, 59, 64, 69, 79, 89, 94, 99, 104, 119, 129, 134

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<ul style="list-style-type: none"> <li>Using punctuation to clarify meaning</li> </ul>	<p>The opportunity to address this objective is available. See the following:  rBook TE and rBook SE: 27, 103, 127, 207</p> <p>Resources for Differentiated Instruction  Book 2: 14, 29, 49, 59, 74, 84, 99, 109, 114, 124, 134</p>
<b>W5: 3 In independent writing, students demonstrate command of conventional English spelling by...</b>	
<ul style="list-style-type: none"> <li>Applying spelling knowledge in proofreading and editing of writing</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 157, 233</p> <p>Resources for Differentiated Instruction  Book 2: 14, 19, 34, 39, 44, 54, 64, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134</p>
<ul style="list-style-type: none"> <li>Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllable division, morpheme, and affix spelling patterns/rules to new situations</li> </ul>	<p>The opportunity to address this objective is available. See the following:  Resources for Differentiated Instruction  Book 2: 24, 29, 34, 39, 49, 54, 59, 69, 74, 79, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134</p>
<b>Standard 5.18: Structures</b>	
<b>Structures of Language</b>	
<b>W5: 4 Students demonstrate command of the structures of the English language by...</b>	
<ul style="list-style-type: none"> <li>Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)</li> </ul>	<p>rBook TE and rBook SE: 25-26, 49-50, 77-78, 157-158</p> <p>Resources for Differentiated Instruction  Book 2: 69, 73, 74, 78</p>
<ul style="list-style-type: none"> <li>Using the paragraph form: indenting, main idea, supporting details</li> </ul>	<p>rBook TE and rBook SE: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>Resources for Differentiated Instruction  Book 2: 14, 24, 34, 44, 54, 69, 74, 89, 99, 109, 114</p>
<ul style="list-style-type: none"> <li>Recognizing organizational text structures within paragraphs</li> </ul>	<p>rBook TE and rBook SE: 24, 48, 76, 100, 124, 156, 180, 204, 232</p> <p>Resources for Differentiated Instruction  Book 2: 39, 42, 54, 56, 64, 69, 71, 104, 106, 114, 116</p>

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<b>Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices,</b>	
<b>Standard 5.13: Responding to Text</b>	
<b>Writing in Response to Literary or Informational Text</b>	
W5: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...	
<ul style="list-style-type: none"> <li>Selecting appropriate information to set context/background</li> </ul>	rBook TE and rBook SE: 75-76, 99-100, 155-156  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
<ul style="list-style-type: none"> <li>Summarizing key ideas</li> </ul>	rBook TE and rBook SE: 99-101  Resources for Differentiated Instruction Book 2: 79, 81, 82, 83
<ul style="list-style-type: none"> <li>Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts</li> </ul>	rBook TE and rBook SE: 75-77
W5: 6 In response to literary or informational text, students make and support analytical judgments about text by...	
<ul style="list-style-type: none"> <li>Stating and maintaining a focus (purpose) when responding to a given question</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 14, 18, 38, 42, 64, 90, 94, 114, 118, 140, 148, 155-157, 170, 174, 179-181, 194, 198, 218, 222
<ul style="list-style-type: none"> <li>Using specific details and references to text or citations to support focus</li> </ul>	rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
<ul style="list-style-type: none"> <li>Making inferences about the content, events, characters, setting, or common themes</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
W5: 7 In response to literary or informational text, students engage readers by...	
<ul style="list-style-type: none"> <li>Organizing ideas using transition words/phrases and writing a conclusion that provides closure</li> </ul>	rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102
<ul style="list-style-type: none"> <li>Addressing the reader’s possible questions</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 75-77, 99-101, 155-157  Resources for Differentiated Instruction Book 2: 79, 82, 99, 102

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<ul style="list-style-type: none"> <li>Using appropriate voice and tone (word choice, sentences with embedded phrases and clauses)</li> </ul>	rBook TE and rBook SE: 76-77, 100-101, 156-157
<b>Standard 1.8: Reports</b>	
<b>Standard 1.19: Research</b>	
<b>Informational Writing: Reports</b>	
W5: 8 In reports, students organize information/concepts by...	
<ul style="list-style-type: none"> <li>Using an organizational text structure appropriate to focus/controlling idea</li> </ul>	Resources for Differentiated Instruction Book 2: 144, 146, 147, 150
<ul style="list-style-type: none"> <li>Selecting appropriate information to set the context</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 144, 147, 150
<ul style="list-style-type: none"> <li>Using transition words or phrases appropriate to organizing text structure</li> </ul>	Resources for Differentiated Instruction Book 2: 147
<ul style="list-style-type: none"> <li>Writing a conclusion that provides closure</li> </ul>	Resources for Differentiated Instruction Book 2: 146, 147, 150
<ul style="list-style-type: none"> <li>Obtaining information from more than one source, when appropriate</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 142, 150
<ul style="list-style-type: none"> <li>Listing sources at end of a report, if appropriate</li> </ul>	Resources for Differentiated Instruction Book 2: 147, 150
W5: 9 In reports, students effectively convey a perspective on a subject by...	
<ul style="list-style-type: none"> <li>Stating and maintaining a focus/controlling idea (purpose) on a topic</li> </ul>	Resources for Differentiated Instruction Book 2: 139, 147
W5: 10 In reports, students demonstrate use of a range of elaboration strategies by...	
<ul style="list-style-type: none"> <li>Including facts and details relevant to focus/controlling idea, and excluding extraneous information</li> </ul>	Resources for Differentiated Instruction Book 2: 147
<ul style="list-style-type: none"> <li>Including sufficient details or facts for appropriate depth of information: naming describing explaining comparing, use of visual images</li> </ul>	Resources for Differentiated Instruction Book 2: 141, 146, 147, 150

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<b>Standard 1.9: Narratives</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Expressive Writing: Narratives</b>	
W5: 11 In written narratives, students organize and relate a story line plot/series of events by...	
<ul style="list-style-type: none"> <li>Creating a clear and coherent (logically consistent) story line</li> </ul>	rBook TE and rBook SE: 48, 49, 180, 181, 232, 233  Resources for Differentiated Instruction Book 2: 14, 19, 24, 29, 31, 34, 36, 37, 39, 42, 43
<ul style="list-style-type: none"> <li>Using transition words/phrases to establish clear chronology and enhance meaning</li> </ul>	rBook TE and rBook SE: 49, 181, 233
<ul style="list-style-type: none"> <li>Establishing context (setting or background information), problem/conflict/challenge, and resolution</li> </ul>	Resources for Differentiated Instruction Book 2: 14, 16, 19, 24, 29, 34, 39
W5: 12 Students demonstrate use of narrative strategies by...	
<ul style="list-style-type: none"> <li>Using relevant and descriptive details to advance the story line</li> </ul>	rBook TE and rBook SE: 49, 181, 233  Resources for Differentiated Instruction Book 2: 14, 16, 19, 21, 24, 29, 31, 34, 36, 39, 42
<ul style="list-style-type: none"> <li>Using dialogue to advance action</li> </ul>	Resources for Differentiated Instruction Book 2: 24, 28
<ul style="list-style-type: none"> <li>Developing characters through description</li> </ul>	Resources for Differentiated Instruction Book 2: 34, 37, 39, 42, 43
<b>Standard 1.10: Procedures</b>	
<b>Informational Writing: Procedures</b>	
W5: 13 In written procedures, students organize steps of procedures by...	
<ul style="list-style-type: none"> <li>Providing a purpose by giving context to let the reader know when the procedure is appropriate</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114, 116, 117
<ul style="list-style-type: none"> <li>Using transition words or phrases (e.g., numbering, ordering) to arrange the steps in a logical manner</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117, 118
<ul style="list-style-type: none"> <li>Using details and examples that help the reader understand the process and excluding extraneous information</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117, 118
<ul style="list-style-type: none"> <li>Providing a list of materials, if appropriate</li> </ul>	The opportunity to address this objective is available. See the following: Resources for Differentiated Instruction Book 2: 114, 116, 117

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<ul style="list-style-type: none"> <li>Providing a conclusion</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117
W5: 14 In written procedures, students anticipate the readers’ needs by...	
<ul style="list-style-type: none"> <li>Using a format that is easy to follow</li> </ul>	Resources for Differentiated Instruction Book 2: 114, 116, 117
<b>Standard 1.11: Persuasive Writing</b>	
<b>Informational Writing: Persuasive Writing</b>	
W5: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...	
<ul style="list-style-type: none"> <li>Restating the issue or problem and stating a clear position (purpose)</li> </ul>	rBook TE and rBook SE: 123-125  Resources for Differentiated Instruction Book 2: 104, 106, 107, 109, 112, 113
W5: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...	
<ul style="list-style-type: none"> <li>Providing appropriate facts and details</li> </ul>	rBook TE and rBook SE: 123-125  Resources for Differentiated Instruction Book 2: 104, 106, 107, 109, 112, 113
<ul style="list-style-type: none"> <li>Addressing the reader’s potential concerns or counterarguments</li> </ul>	The opportunity to address this objective is available. See the following: rBook TE and rBook SE: 123-125  Resources for Differentiated Instruction Book 2: 104, 106, 107, 109, 112, 113
<b>Standard 1.12: Personal Essay</b>	
<b>Expressive Writing: Reflective Essay</b>	
W5: 17 In reflective writing, students make connections between personal experiences and ideas by...	
<ul style="list-style-type: none"> <li>Using concrete details to establish context (purpose)</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 21, 22, 24, 27
<ul style="list-style-type: none"> <li>Establishing or evolving focus</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 22, 24, 27
<ul style="list-style-type: none"> <li>Showing evidence of individual voice and exhibiting a variety of techniques for reflecting on thoughts or feelings: questioning, comparing, or connecting</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 22, 24, 27

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<ul style="list-style-type: none"> <li>• Having coherent organization</li> </ul>	rBook TE and rBook SE: 231-233  Resources for Differentiated Instruction Book 2: 19, 21, 22, 24, 27
<b>Standard 1.23: Poetry</b>	
<b>Standard 5.11: Literary Elements and Devices</b>	
<b>Expressive Writing: Poetry</b>	
W5: 18 In writing poetry, demonstrate awareness of purpose by...	
<ul style="list-style-type: none"> <li>• Establishing a clear topic or focus (purpose) and voice for audience</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 136, 137
<ul style="list-style-type: none"> <li>• Writing poems that express feeling</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 137
W5: 19 In writing poetry, use language effectively by...	
<ul style="list-style-type: none"> <li>• Selecting vocabulary according to purpose or for effect on audience</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 137
<ul style="list-style-type: none"> <li>• Using rhyme or repetition</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 136, 137
<ul style="list-style-type: none"> <li>• Using a variety of poetic forms</li> </ul>	Resources for Differentiated Instruction Book 2: 134, 136, 137