

Reading
Grade-Level Expectations
Reading—Grade 6

In sixth grade, students are aware of the author's craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand and apply dictionary skills and other reference skills.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning.

Teacher's Edition:

Coaching Notes: 96, 171

Differentiated Support: 233A

Vocabulary/Word Study: 20, 21, 170-171

rBook Glossary: 234-238

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Resources: 144, 145, 151

Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 9, Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:
Language Development Activities: Same Story (using synonyms): 28

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- Use text evidence to verify meaning from reference source.

Teacher’s Edition:

Coaching Notes: 96, 171

Differentiated Support: 233A

Vocabulary/Word Study: 20, 21, 170-171

rBook Glossary: 234-238

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Resources: 144, 145, 151

Vocabulary and Word Study, Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 9, Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Same Story (using synonyms): 28

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

- Use word origins to determine the meaning of unknown words.

Teacher’s Edition:

Coaching Notes: 223

Vocabulary/Word Study: 222-223

Workshop Wrap-Up: 232

rBook Glossary: 236

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary/Word Study, Lesson 18 Word Origins: 270, 271

- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession).

Teacher’s Edition:

Coaching Notes: 44, 45, 167

Differentiated Support: 175A, 233A

Vocabulary/Word Study: 44, 45, 222, 223

Workshop Wrap-Up: 55, 233

rBook Glossary: 236

Instructional Routines: Red Routine 1: Teaching Vocabulary

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Lesson 32 Affixes: 134-136; Resources: 150; **Vocabulary/Word Study,** Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 18 Latin Roots: 268, 269

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- Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.

Teacher’s Edition:

Coaching Notes: 44, 45, 167

Differentiated Support: 175A, 233A

Vocabulary/Word Study: 44, 45, 222, 223

Workshop Wrap-Up: 55, 233

rBook Glossary: 236

Instructional Routines: Red Routine 1: Teaching Vocabulary

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Phonics and Syllabication, Lesson 24 Closed Syllables: 110-112; Lesson 25 Open Syllables: 113-115; Lesson 26 Open/Closed Syllables: 116-118; Lesson 27 Inflectional Endings *-ed, -ing, -s, -es*: 119-121; Lesson 28 Consonant + *-le, -al, -el*: 122-124; Lesson 29 Silent *e* (VCe): 125-127; Lesson 30 *r*-Controlled Vowels: 128-130; Lesson 31 Vowel Teams: 131-133; Lesson 33 Multisyllabic Words: 137-139; Resources: 146, 151; **Vocabulary/Word Study,** Lesson 1 Compound Words: 236, 237; Lesson 13 Inflectional Endings: 260-261

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Hoops Game (practice plural nouns): 58; Echo With a Twist (identifying and forming contractions): 41; Party Time (verb tenses): 50; On Vacation (verb tenses): 51

- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.

Teacher’s Edition:

Coaching Notes: 164, 186, 192, 194, 211

Readings: 116, 119, 164, 186, 192, 210

Vocabulary/Word Study: 97, 194, 222

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 15 Context Clues: Definition and Example: 264, 265

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; Cognate Cognition (Spanish/English cognates): 56; What’s the Forecast? (build weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

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- Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text.

Teacher’s Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317-318

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities) into written and oral communication.

Teacher’s Edition:

Professional Development: 233B

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Workshop Wrap-Up: 31, 55, 83, 107, 131, 157, 181, 233

Research Foundations: T56-T57

Additional Resources: T91-T93

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Dialogue activity to practice READ 180 vocabulary: 21; Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62; Easily Confused Words (distinguishing words): 66

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of text. W

- Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 146-147, 170-171, 194-195, 222-223

Research Foundations: T56-T57

Additional Resources: T91-T93

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:
Language Development Activities: Memory Game (build vocabulary using classroom items): 22; At the Market (practice food-shopping vocabulary): 35; Animal Chains (build topic vocabulary): 40; What’s the Forecast? (build weather vocabulary): 62

- Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science or social studies).

Teacher’s Edition:

Coaching Notes: 97, 222

Readings: 86-87, 88-91, 92-95

Vocabulary/Word Study: 96-97, 222-223

Workshop Wrap-Up: 233

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Vocabulary and Word Study: Lesson 3 Multiple-Meaning Words: 240

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:
Language Development Activities: Meaning Match (multiple-meaning words) 63

- Select, from multiple choices, the meaning of words or phrases identified in the text.

Teacher’s Edition:

Workshop Wrap-Up: 31, 55, 83, 107, 131, 157, 181, 205, 233

- Use new vocabulary in oral and written communication.

Teacher’s Edition:

Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 148-149, 170-171, 194-195, 222-223

Writing and Grammar: 22-27, 46-51, 74-79, 98-103, 122-127, 150-153, 172-177, 196-201, 224-229

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:
Narrative: 14-43; **Descriptive:** 44-68; **Expository:** 69-93; **Persuasive:** 94-113; **Functional:** 114-133; **Poetry:** 134-138; **Research:** 139-143

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:
Language Development Activities: Dialogue activity: 21; Memory Game: 22; At the Market (food-shopping vocabulary): 35; Animal Chains (topic vocabulary): 40; Cognate Cognition: 56; What’s the Forecast? (weather vocabulary): 62; Meaning Match (multiple-meaning words): 64; Easily Confused Words (distinguishing easily confused words): 66

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Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.

Teacher's Edition:

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179

- Read aloud unpracticed grade-level text with fluency in a range of 145-155+ words correct per minute.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Lesson 5 Repeated Timed Reading: 180-183, Repeated Timed Reading Chart: 184; Speed-Drill Progress Chart: 185; Fluency Checklist: 191

1.4.3 Apply different reading rates to match text.

- Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form, and style.

Teacher's Edition:

Whole Group/Small Group: 40, 41, 214, 217

Differentiated Support: 83A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Fluency: Developing Fluency: 158-159; Fluency Routines: 160-163; Lesson 1 Modeled Fluent Reading: 164-167

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Tongue Twisters (practice pronunciation): 54; News Flash (practice correct intonation): 65

EALR 2: The student understands the meaning of what is read.

Component 2:1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. **W**

- State both literal and/or inferred main ideas and provide supporting text-based details.

Teacher's Edition:

Best Practices: 8C-8D

Readings: 10-11, 12-15, 16-19, 41

rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Idea and Details: 292

- State the theme/message and supporting details in culturally relevant literary/narrative text.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 25-26 Analyze Theme: 312; **Literary Elements:** Theme: 337

- Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

Teacher's Edition:

Workshop Wrap-Up: 30, 82

- Organize theme, main idea and supporting details into a self-created graphic organizer to enhance comprehension of text.

Teacher's Edition:

Best Practices: 8C-8D, 56E-56F

Strategic Readings: 11, 15, 59

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 5-6 Main Ideas and Details: 292; Lesson 25-26 Analyze Theme: 312

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge. **W**

- Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).

Teacher's Edition:

Reinforce Background and Language: 8K, 32K, 36M, 84K, 108K, 132M, 182K, 206K

Coaching Notes: 13, 40, 88, 116, 163, 169

Comprehension: Connect texts: 13, 40, 88, 116, 163, 168; Make connections: 11, 35, 87, 111, 135, 161, 185, 209; Read across texts: 13, 40, 88, 116, 163, 169, 208, 211, 220

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 45 Read Across Texts: 232

- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

Teacher's Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer. **W**

- Make, confirm, and revise prediction based on prior knowledge and evidence from the text.

Teacher's Edition:

Coaching Notes: 38, 61

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 31 Make Predictions: 318

- Cite passages from text to confirm or defend predictions and inferences.

Teacher's Edition:

Best Practices: 206C-206D

Coaching Notes: 16, 34, 36, 38, 62, 66, 68, 90, 169, 184, 190, 192

Comprehension: 16, 34, 36, 62, 66, 68, 90, 134, 169, 184, 191, 192, 209, 213, 240

Readings: 208-209, 210-219, 220-221

Workshop Wrap-Up: 232

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 15-16 Make Inferences: 302, 303; Lesson 31 Make Predictions: 318

- Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action).

Teacher's Edition:

Workshop Wrap-Up: 232

- Organize information to support a prediction or inference in a self-created graphic organizer to enhance comprehension of text.

Teacher's Edition:

Best Practices: 206C-206D

Strategic Reading: 209, 213

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson Lessons 15-16 Make Inferences: 302, 303; Lesson 31 Make Predictions: 318

2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.

Teacher's Edition:

Coaching Notes: 214, 217

Differentiated Support: 31A, 55A, 83A, 107A, 131A, 157A, 181A, 205A, 233A

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Generate and answer questions about the text before, during, and after reading to aid comprehension.

Teacher’s Edition:

Coaching Notes: 14, 119, 143, 169, 190, 192

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 30 Self-Monitoring Strategies: 317

- Use questioning strategies to comprehend text.

Teacher’s Edition:

Coaching Notes: 14, 119, 143, 169, 190, 192

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Ten Questions (asking questions): 26; What’s the Scoop? (asking questions): 32

- Organize images and information into a self-created graphic organizer to enhance comprehension of text.

Teacher’s Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Strategic Reading: 11, 15, 35, 39, 59, 87, 91, 111, 115, 135, 161, 165, 185, 189, 209, 213

Coaching Notes: 42, 92, 139, 140, 184

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

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- Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., semantic mapping, anticipation guide).

Teacher’s Edition:

Best Practices: 32D, 84D, 108D, 132D, 132F, 158D, 182D, 206D

Coaching Notes: 42, 92, 139, 140, 184

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 1-2 Read for Detail: 288, 289; Lessons 3-4 Sequence of Events: 290, 291; Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299; Lessons 13-14 Problem and Solution: 300, 301; Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. **W**

- Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

Writing and Grammar: 98-103

Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 7-8 Summarize: 294, 295

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Expository Writing: Lesson 14 Book Synopsis: 79-83

- Summarize the plot/message in culturally relevant literary/narrative text.

Teacher’s Edition:

Best Practices: 84C-84D

Coaching Notes: 18, 87, 118, 187, 188

Differentiated Support: 107A-107B

Readings: 86-87, 88-91, 92-95

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rBook Reading Handbook: 239
Writing and Grammar: 98-103
Workshop Wrap-Up: 106

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lessons 23-24 Analyze Plot: 310, 311

- Select, from multiple choices, a sentence that best summarizes the story or selection.

Teacher's Edition:
Workshop Wrap-Up: 106

- Organize summary information for informational/expository text and/or literary/narrative text into a self-created graphic organizer to enhance text comprehension.

Teacher's Edition:
Best Practices: 84C-84D
Coaching Notes: 18, 87, 118, 187, 188
Differentiated Support: 107A-107B
Readings: 86-87, 88-91, 92-95
Writing and Grammar: 98-103
Workshop Wrap-Up: 106
rBook Reading Handbook: 239

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lessons 7-8 Summarize: 294, 295; Lessons 23-24 Analyze Plot: 310, 311

Component 2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Apply understanding of time, order, and/or sequence to aid comprehension of text.

- Explain the use of foreshadowing to convey meaning in literary/narrative text.

Teacher's Edition:
Coaching Notes: 141, 216
Readings: 216
rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Literary Elements: 335

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- Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how to make pottery, steps in the oil refinery process).

Teacher's Edition:

Best Practices: 32C-32D

Functional Literacy: 53

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 38 Read Instructions: 325

2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text. **W**

- Locate information using grade-level appropriate text features.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 27 Skim and Scan: 314; Lesson 28 Take Notes: 315

- Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a map of the world, draw a conclusion about why early civilizations thrived where they did).

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328

- Use organizational features and electronic sources (such as headings and numberings, CD-ROM, internet, pull-down menus, key word searches, and icons) to access information.

Teacher's Edition:

Text Feature: 43, 94, 119, 168, 192, 218

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328; Lesson 42 Read Electronic Text: 329

- Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.

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- Explain how specific text features help you understand a selection (e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary).

Teacher’s Edition:

Text Feature: 18, 29, 43, 94, 119, 168, 192, 218

rBook Glossary: 234-238

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 40 Read Charts and Graphs: 327; Lesson 41 Read Maps: 328; Lesson 42 Read Electronic Text: Lesson 329

2.2.3 Understand and analyze story elements. **W**

- Use multiple sources of information from the text (e.g., character’s own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character’s action might contribute to the problem.

Teacher’s Edition:

Best Practices: 56C-56D

Coaching Notes: 65, 66, 142

Readings: 60-69

Workshop Wrap-Up: 82

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 20 Figurative Language: 274; **Comprehension:** Lessons 19-20 Analyze Character: 306, 307

- Identify the major actions that define the plot and how actions lead to conflict or resolution.

Teacher’s Edition:

Best Practices: 132E-132F

Coaching Notes: 143

Readings: 59, 61, 63, 65, 67, 135, 137, 139, 141, 142, 143

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 23-24 Analyze Plot: 310, 311

- Explain the influence of setting on character and plot.

Teacher’s Edition:

Best Practices: 133C-133D

Coaching Notes: 144

Readings: 136-143, 144-145

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lessons 21-22 Analyze Setting: 308, 309

- Identify the point of view used (first, third, or omniscient point of view) in a story.

Teacher's Edition:

Coaching Notes: 60, 136

Readings: 60, 136, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lesson 32 Identify Point of View: 319

- Compare and contrast the same conflict from the point of view of two different characters.

The opportunity to address this objective is available. See the following:

Teacher's Edition:

Coaching Notes: 60, 136

Readings: 60, 136, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lesson 32 Identify Point of View: 319

- Identify the stated themes in text and support with evidence from the text.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lessons 25-26 Analyze Theme: 312, 313

- Identify common recurring themes in books by the same or different authors and support with evidence from the text.

Teacher's Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension: Lessons 25-26 Analyze Theme: 312, 313

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- Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict).

Teacher’s Edition:

Workshop Wrap-Up: 82, 156

2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously taught text organizational structures (*simple listing, sequential order, description, comparison and contrast, chronological order, cause and effect, and order of importance*) to aid comprehension.

Teacher’s Edition:

Best Practices: 158C-158D, 182C-182D

Readings: 160-161, 162-165, 166-169, 184-185, 186-189, 190-193

rBook Reading Handbook: 239, 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 3-4 Sequence of Events: 290, 291; Lessons 9-10 Cause and Effect: 296, 297; Lessons 11-12 Compare and Contrast: 298, 299

- Recognize and use text written in the text organizational structures of *process/procedural* to find and organize information and comprehend text.

Teacher’s Edition:

Best Practices: 32C-32D

Functional Literacy: 53

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 3 Sequence of Events: 290; Lesson 38 Read Instructions: 325

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships. **W**

- Find similarities and differences within and between texts using text-based evidence (e.g., character’s point of view in poetry and narrative; the author’s feelings and the poet’s feelings; cultural perspectives in a magazine article and an editorial).

Teacher’s Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299; Lesson 45 Read Across Text: 332

- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information).

Teacher’s Edition:

Workshop Wrap-Up: 232

- Interpret cause and effect relationships within a informational/expository text or literary/narrative text using evidence from the text (e.g., how the time period [setting] of a novel determines a character’s behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).

Teacher’s Edition:

Best Practices: 158C-158D

Readings: 160-161, 162-165, 166-169

rBook Reading Handbook: 240

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 9-10 Cause and Effect: 296, 297

- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

Teacher’s Edition:

Workshop Wrap-Up: 180

2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.

- Select appropriate resources such as an atlas, newspaper, magazine, memo, directory, or schedule to locate information on a specific topic or for a specific purpose.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 35 Identify Persuasion and Propaganda: 322

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RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

- Sort information gathered from various sources by topic and decide on the utility of the information for a specific purpose.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices. **W**

- Recognize previously taught literary devices (simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they make the story more interesting and/or convey a message.

Teacher’s Edition:

Coaching Notes: 10, 37, 88, 93, 136, 140, 170, 188, 208, 214, 216

Readings: 136, 140, 221

rBook Reading Handbook: 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Vocabulary and Word Study: Lesson 19 Idioms: 372, 373; **Comprehension:** Literary Elements: Imagery: Simile and Metaphor: 336; Elements of Poetry: 338

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Light as a Feather (similes): 60; Act Out Idioms (practice idioms): 67

- Identify literary devices such as irony and sarcasm and explain how they make the story more interesting and/or convey a message.

Teacher’s Edition:

Coaching Notes: 64, 138, 219

Readings: 60-69, 136-143, 210-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Elements: Irony: 337

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- Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.

Teacher’s Edition:

Workshop Wrap-Up: 82, 156, 232

Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. **W**

- Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer.

Teacher’s Edition:

Best Practices: 206C-206D

Readings: 86, 94, 219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 17-18 Draw Conclusions: 304, 305

- Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

Teacher’s Edition:

Workshop Wrap-Up: 106, 232

2.4.2 Analyze an author’s style of writing, including language choice, to achieve the author’s purpose and influence an audience. **W**

- Identify and explain the author’s purpose.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 67, 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author’s Purpose: 320

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- Explain how author's use of word choice, sentence structure and length, and/or literary devices contributes to imagery, suggests a mood, or otherwise influences an audience.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author's Purpose: 320

2.4.3 Understand how to verify content validity. **W**

- Identify and explain when an author uses opinion to make a point.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 34 Fact and Opinion: 321

- Verify facts by checking sources for date of publication, bias, and accuracy.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author's Viewpoint: 324

2.4.4 Analyze the effectiveness of the author's tone and use of persuasive devices for a target audience. **W**

- Determine the author's target audience(s) and cite examples of details, facts, and/or arguments that appeal to that audience.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 33 Identify Author's Purpose: 320

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- Interpret the author’s tone and support the answer with text-based evidence.

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author’s Viewpoint: 324

- Describe the intended effects of persuasive devices and propaganda techniques.

Teacher’s Edition:

Best Practices: 108C-108D

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 36 Evaluate Sources and Evidence: 323

2.4.5 Understand how to generalize/extend information beyond the text to another text or to a broader idea or concept. **W**

- Generalize about common themes, conflicts, and situations after reading multiple texts.

The opportunity to address this objective is available. See the following:

Teacher’s Edition:

Best Practices: 56E-56F

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 25-26 Analyze Theme: 312, 313

- Explain how information in a text could be used to understand a similar situation or concept in another text and cite text-based examples (e.g., historical fiction about Egypt helps understand the role of the pharaohs).

Teacher’s Edition:

Reinforce Background and Language: 8K, 32K, 36M, 84K, 108K, 132M, 182K, 206K

Coaching Notes: 13, 40, 88, 116, 163, 169

Comprehension: Connect texts: 13, 40, 88, 116, 163, 168; Make connections: 11, 35, 87, 111, 135, 161, 185, 209; Read across texts: 13, 40, 88, 116, 163, 169, 208, 211, 220

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 45 Read Across Texts: 232

2.4.6 Analyze ideas and concepts in multiple texts. W

- Find the similarities and differences in how an idea or concept is expressed in multiple texts.

Teacher's Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299

- Compare the feeling of the authors and/or character as expressed in multiple texts.

Teacher's Edition:

Best Practices: 182C-182D

Readings: 184-185, 186-189, 190-193

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298, 299

- Select, from multiple choices, a sentence that tells how two pieces of information are alike or different.

Teacher's Edition:

Workshop Wrap-Up: 232

2.4.7 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and assumptions. W

- Determine author's perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting informational/expository text and literary/narrative text details or facts.

Teacher's Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author's Viewpoint: 324

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- **Infer** and explain the author’s beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author’s background and beliefs and explain how they influence the author’s perspective).

Teacher’s Edition:

Best Practices: 108C-108D

Coaching Notes: 218

Readings: 110-111, 112-115, 116-119

Functional Literacy: 128

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 37 Author’s Viewpoint: 324

- Select, from multiple choices, a sentence that describes the author’s or character’s reasoning or problem with the reasoning.

Teacher’s Edition:

Workshop Wrap-Up: 130

EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

- Locate, select, and use a variety of library, web-based, and Internet materials appropriate to the task or best suited to investigate the topic.

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

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- Use information from various sources to investigate a topic (e.g., read newspaper want ads, websites, catalogs, yellow pages to decide which products or services to buy).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 110-111, 112-115, 160-161, 162-165, 208-209

Functional Literacy: 29, 129, 179, 203, 231

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

- Follow multi-step written directions (e.g., read a manual, complete a project or assignment).

Teacher’s Edition:

Functional Literacy: 29, 53, 105, 179

Students follow multi-step written directions when completing each assignment in Read 180 Enterprise Edition, Stage B.

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 38 Read Instructions: 325; Lesson 39 Read Content-Area Texts: 326; Lesson 42 Read Electronic Text: 329

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 26 Choosing and Narrowing a Topic: 139, 140; Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners:

Language Development Activities: Command Performance (classroom commands): 25; Getting From Here to There (practice following directions): 42

Component 3.2 Read to perform a task.

3.2.2 Apply understanding of a variety of functional documents.

- Locate and use functional documents (e.g., newspapers, magazines, schedules, promotional materials).

Teacher’s Edition:

Readings: 10-11, 34-35, 36-39, 86-87, 88-91, 160-161, 162-165

Functional Literacy: 29, 81, 105, 179, 203, 231

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RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 39 Read Content-Area Text: 326

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Research: Lesson 27 Finding and Recording Information: 141, 142, 143; Lesson 28 Organizing Information and Notes: 144, 145, 146; Lesson 29 Features of a Research Report: 147, 148, 149

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Understand and analyze a variety of literary genres.

- Examine and explain various sub-genres of literary fiction based upon their characteristics.

Teacher’s Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Lesson 43 Read Poetry: 330; Lesson 44 Read Drama: 331; **Literary**

Elements: Elements of Poetry: 388

- Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast story elements in texts written in different genres).

Teacher’s Edition:

Readings: 208-209, 210-217, 220-221

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.

- Explain similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., marriage customs or family vs. community responsibilities).

Teacher’s Edition:

Best Practices: 182C-182D

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:

Comprehension: Lessons 11-12 Compare and Contrast: 298-299

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- Identify and discuss recurring themes in literature (e.g., identity, struggle).

Teacher’s Edition:

Coaching Notes: 70, 71

Readings: 59, 69, 70, 71

rBook Reading Handbook: 241, 242

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:

Comprehension: Literary Element: Universal Theme: 337

EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.

- Set reading goals and create a plan to meet those goals.
- Monitor progress toward implementing the plan, making adjustments and corrections as needed.

Teacher’ Edition:

Adjust rBook Pacing According to Student Needs.

Use Checkpoints for Differentiated Instruction.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate books and authors to share common literary experiences.

- Recommend books to others and explain the reason for the recommendation.

This objective is outside the scope of Read 180 Enterprise Edition, Stage B.

- Discuss common reading selections and experiences with others.

Teacher’s Edition:

Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-69, 70, 71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-143, 144-145, 160-161, 162-165, 166-169, 184-185, 186-189, 190-193, 208-209, 210-217, 218-219