

Scholastic's Read 180
correlated to the
State of Wisconsin English Language Arts
Model Academic Performance Standards
Grade 4

Wisconsin Performance Standards	Read 180, Stage A Matches
Standard A: Reading/Literature - Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.	
A.4.1 Use effective reading strategies to achieve their purposes in reading.	
<p>Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures</p>	<p>Selected Examples Include:</p> <p>Reread <u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 32 <i>Favorite Greek Myths</i>: 46 <i>The Journal of Joshua Loper</i>: 52 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 21 <i>The Ostrich Chase</i>: 88</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41 <i>Jonah the Whale</i>: 15 <i>The Magnificent Mummy Maker</i>: 38 and 39 <i>Pacific Crossing</i>: 86</p> <p>High-Frequency Words <u>Student Materials</u> Software: The <i>READ 180</i> Software provides students with practice in high-frequency word recognition.</p> <p>Context Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103</p>

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	<p><i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p> <p>Teacher Materials Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p>
<ul style="list-style-type: none"> Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures 	<p>The Following Matches Support this Objective:</p> <p>Context Clues Student Materials Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, and 17 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, and 82</p>

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	<p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p> <p>Structural Clues <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41 <i>Jonah the Whale</i>: 15 <i>The Magnificent Mummy Maker</i>: 38 and 39 <i>Pacific Crossing</i>: 86</p>
<ul style="list-style-type: none"> Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Understand Vocabulary <u>Student Materials</u> Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word, Spelling, and Success Zones, to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: The Reading Coach gives students opportunities to develop and apply vocabulary strategies through modeling as the students read the Audiobooks.</p> <p>Long Vowel Teams <u>Student Materials</u> Software: 2.1, L2; 2.3, L2; 2.4, L2; 3.1, L3; 4.1, L2-3; 5.1, L2; 6.2, L2; 6.4, L2; 7.3, L2; 8.3, L2; 9.1, L2; 9.2, L2; 9.3, L3</p>

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	<p>Consonant Sounds and Spellings <u>Student Materials</u> Software: 1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3</p>
<p>Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring,</p> <ul style="list-style-type: none"> • rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty 	<p>Selected Examples Includes:</p> <p>Set Purpose <u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Activate Prior Knowledge <u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides</p>

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	<p>background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Adjust Reading Rate <u>Student Materials</u> Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to adjust their reading rate.</p> <p>Reread <u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 32 <i>Favorite Greek Myths</i>: 46 <i>The Journal of Joshua Loper</i>: 52 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 21 <i>The Ostrich Chase</i>: 88</p> <p>Predicting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 41, 73, and end of Ch.</p>

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	<p>8 <i>Beautiful Warrior</i>: 12, 20, and 30 <i>Favorite Greek Myths</i>: 52 <i>For Your Eyes Only!</i>: 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly</i>: 22 and 149 <i>Jonah the Whale</i>: 11, 30, and 64 <i>The Journal of Joshua Loper</i>: 44 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 71 and 76 <i>The Magnificent Mummy Maker</i>: 7, 31, and 71 <i>The Music of Dolphins</i>: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing</i>: 38 and end of Chs. 8 and 13</p> <p>Read On <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 4, 17, and 58 <i>Favorite Greek Myths</i>: 53 <i>For Your Eyes Only!</i>: 11 <i>The Music of Dolphins</i>: end of Ch. 26</p>
<ul style="list-style-type: none"> Read aloud with age-appropriate fluency, accuracy, and expression 	<p>The Following Matches Support this Objective:</p> <p>Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral</p>

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	reading practice.
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and</p>

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	<p>Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p>	
<p>Recognize and recall elements and details of story structure, such as</p> <ul style="list-style-type: none"> • sequence of events, character, plot, and setting, in order to reflect on meaning 	<p>Selected Examples Include:</p> <p>Sequence of Events</p> <p><u>Student Materials</u></p> <p>Software: 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: 32 and end of Ch. 6 <i>Favorite Greek Myths</i>: 70 <i>I Thought My Soul Would Rise and Fly</i>: 66, 157, and 168 <i>Jonah the Whale</i>: 17, 62, and 101 <i>Journal of Joshua Loper</i>: 73 and 81 <i>The Magnificent Mummy Maker</i>: 11, 81, and 130 <i>The Ostrich Chase</i>: 20, 100, and 113 <i>Pacific Crossing</i>: end of Chs. 2, 9, 12, and 16</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Software: 65, 91, 115 Audiobooks: 159 Paperbacks: 175</p> <p>Teacher's Resource Book:</p>

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	<p>116</p> <p>Reading Strategies Book: 12, 48, 87</p> <p>Analyze Setting <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 108 <i>I Thought My Soul Would Rise and Fly:</i> 7 and 84 <i>The Journal of Joshua Loper:</i> 4, 18, and 124 <i>The Music of Dolphins:</i> end of Chs. 7 and 12 <i>The Ostrich Chase:</i> 23, 33, 69, and 80 <i>Pacific Crossing:</i> 9</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i> <i>David Copperfield</i></p> <p><u>Teacher Materials</u> Teacher's Guide: Paperbacks: 193, 207, 219</p> <p>Teacher's Resource Book: 125</p> <p>Reading Strategies Book: 39, 75, 123</p> <p>Analyze Character <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>For Your Eyes Only!:</i> 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 7 <i>Jonah the Whale:</i> 17, 26, 35, end of Ch. 5, and 65</p>

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	<p><i>The Journal of Joshua Loper:</i> 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 22 and 50 <i>The Magnificent Mummy Maker:</i> 21 and 36 <i>The Music of Dolphins:</i> end of Chs. 1 and 17 <i>The Ostrich Chase:</i> 12 and 42 <i>Pacific Crossing:</i> end of Chs. 14 and 41</p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher's Resource Book: 123</p> <p>Reading Strategies Book: 33, 69, 115</p> <p>Analyze Plot</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3 <i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u> Teacher's Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher's Resource Book:</p>

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	124 Reading Strategies Book: 36, 72, 119
<p>Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience</p> <ul style="list-style-type: none"> • 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Plot</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>I Thought My Soul Would Rise and Fly:</i> 11 and 40 <i>Jonah the Whale:</i> 7 and 19 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2 and 7 <i>The Magnificent Mummy Maker:</i> 3 <i>The Music of Dolphins:</i> 3 <i>The Ostrich Chase:</i> 12 and 69 <i>Pacific Crossing:</i> end of Ch. 1</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Audiobooks: 165 Paperbacks: 195</p> <p>Teacher's Resource Book: 124</p> <p>Reading Strategies Book: 36, 72, 119</p> <p>Predicting</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch. 8 <i>Beautiful Warrior:</i> 12, 20, and 30 <i>Favorite Greek Myths:</i> 52 <i>For Your Eyes Only!:</i> 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly:</i> 22</p>

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	<p>and 149 <i>Jonah the Whale</i>: 11, 30, and 64 <i>The Journal of Joshua Loper</i>: 44 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 71 and 76 <i>The Magnificent Mummy Maker</i>: 7, 31, and 71 <i>The Music of Dolphins</i>: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 <i>Pacific Crossing</i>: 38 and end of Chs. 8 and 13</p> <p>Activate Prior Knowledge <u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>
<ul style="list-style-type: none"> • Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p>

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<p>to each other and to real-life experiences</p>	<p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Make Inferences <u>Student Materials</u> Software: 1.1, L1-2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1-3; 4.1, L1, L3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-2; 5.1, L1, L3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-2; 7.1, L1-3; 7.3, L2-3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1-3; 8.3, L3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1, L3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling):</p>

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	<p><i>Back to the Titanic!</i>: 4, 117, and end of Ch. 11 <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 70 <i>For Your Eyes Only!</i>: 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly</i>: 26, 39, 52, 55, and 101 <i>Jonah the Whale</i>: 19, 39, and 64 <i>The Journal of Joshua Loper</i>: 6 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 32, and 50 <i>The Magnificent Mummy Maker</i>: 114 <i>The Music of Dolphins</i>: 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase</i>: 55, 63, and 80 <i>Pacific Crossing</i>: end of Chs. 1, 3, 14, and 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 53 Audiobooks: 145 Paperbacks: 211</p> <p>Teacher's Resource Book: 119</p> <p>Reading Strategies Book: 21, 57, 99</p>
A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.	
<p>Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences</p> <ul style="list-style-type: none"> • 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion</p>

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	<p>of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Main Idea</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L1-3; 1.2, L1-3; 1.3, L1-3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.3, L1-3; 2.4, L1-4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1-2; 3.4, L3; 4.1, L1-2; 4.2, L1-3; 4.3, L2-3; 4.4, L2-3; 5.1, L1-2; 5.2, L1-3; 5.3, L1-3; 5.4, L1-3; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-L3; 7.1, L1-2; 7.2, L1-3; 7.3, L1-2; 7.4, L1-2; 8.1, L1-2; 8.2, L1-3; 8.3, L1-2; 8.4, L1-2; 9.1, L1-3; 9.2, L1-3; 9.3, L1-3; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior</i>: 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths</i>: 45 <i>For Your Eyes Only!</i>: 116 <i>I Thought My Soul Would Rise and Fly</i>: 7, 78, 109, and 147 <i>Jonah the Whale</i>: 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 10 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 7, 52, 70, and 92 <i>The Magnificent Mummy Maker</i>: 10 <i>The Music of Dolphins</i>: end of Chs. 22 and 35 <i>The Ostrich Chase</i>: 42 <i>Pacific Crossing</i>: 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and</p>

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	<p>16</p> <p><u>Teacher Materials:</u> Teacher's Guide: Software: 55, 77, 87 Paperbacks: 177, 187, 225</p> <p>Teacher's Resource Book: 114</p> <p>Reading Strategies Book: 6, 42, 79</p> <p>Read for Detail <u>Student Materials</u> Software: 1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1- 3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1- 3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1-3, 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 4, 6, 25, end of Ch. 2, 58, end of Ch. 8, and 117 <i>Beautiful Warrior:</i> 20 <i>Favorite Greek Myths:</i> 45 and 66 <i>For Your Eyes Only!:</i> 6, 40, 62, 73, 95, and 131 <i>I Thought My Soul Would Rise and Fly:</i> 11, 43, 47, 55, 66, and 168 <i>The Journal of Joshua Loper:</i> 6, 30, 73, and 98 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 27 <i>The Magnificent Mummy Maker:</i> 38, 43,</p>

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	<p>end of Ch. 4, and 103 <i>The Music of Dolphins</i>: 3, 5, 52, 100, and end of book <i>The Ostrich Chase</i>: 23, 29, 55, and 100 <i>Pacific Crossing</i>: end of Chs. 7 and 10, and 94</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 61, 71, 85, 95, 107, 113, 121, 135 Audiobooks: 167 Paperbacks: 173, 201</p> <p>Teacher's Resource Book: 117</p> <p>Reading Strategies Book: 15, 51, 91</p>
<ul style="list-style-type: none"> • Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Self-Select Reading Materials</p> <p><u>Student Materials</u> Audiobooks:</p>

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	<p>The students select the Audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
A.4.4 Read to acquire information.	
<ul style="list-style-type: none"> Summarize key details of informational texts, connecting new information to prior knowledge 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> Identify a topic of interest then seek information by investigating available text resources 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
Standard B: Writing - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.	
B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.	
<ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, 	<p>Selected Examples Include:</p> <p>Relating Content-Area Information</p>

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<p>simple reports) that convey essential details and facts and provide accurate representations of events and sequences</p>	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Write Rules <u>Teacher Materials</u> Teacher's Guide: 85</p> <p>Teacher's Resource Book: 127, 194</p> <p>Write a Summary <u>Teacher Materials</u> Reading Strategies Book: 9, 45, 83</p> <p>Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217</p> <p>Teacher's Resource Book: 139, 145, 160, 186, 187</p>
<p>Write expressive pieces in response to reading, viewing, and life experiences</p> <ul style="list-style-type: none"> • (narratives, reflections, and letters) employing descriptive detail and a personal voice 	<p>Selected Examples Include:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write Letters, Postcards, E-Mail</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre</p> <ul style="list-style-type: none"> • 	<p>Haiku <u>Teacher Materials</u> Writing and Grammar Strategies Book:</p>

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	<p>103-107</p> <p>Write Song Lyrics, Poems <u>Teacher Materials</u> Teacher's Guide: 51, 81, 159</p> <p>Teacher's Resource Book: 128, 148, 165, 169</p>
<p>Write in a variety of situations (timed and untimed, at school and at home)</p> <ul style="list-style-type: none"> • and adapt strategies, such as revision and the use of reference materials, to the situation 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write Dialogue <u>Teacher Materials</u> Teacher's Guide: 67, 123, 205</p> <p>Teacher's Resource Book: 162, 167, 173</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech <u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p>

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	<p>Teacher's Resource Book: 141, 149, 151</p> <p>Write a Diary Entry, Journal Entry, Log Entry <u>Teacher Materials</u> Teacher's Guide: 151, 163, 193</p> <p>Teacher's Resource Book: 131, 149, 179</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p>
<p>Use a variety of writing technologies, <ul style="list-style-type: none"> • including pen and paper as well as computers </p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Write an Introduction, Speech</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 87, 107, 113</p> <p>Teacher's Resource Book: 141, 149, 151</p> <p>Exposition <u>Teacher Materials</u> Teacher's Guide: 53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231</p> <p>Writing and Grammar Strategies Book: 118-122</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p>

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	<p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
B.4.2 Plan, revise, edit, and publish clear and effective writing.	
<p>Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience</p>	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p>
<ul style="list-style-type: none"> • Explain the extent and reasons for revision in conference with a teacher 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial Teacher Materials Teacher's Guide: 115, 137, 177, 201, 207, 229</p>

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	<p>Teacher's Resource Book: 126, 139, 149, 152</p>
<p>Given a writing assignment to be completed in a limited amount of time,</p> <ul style="list-style-type: none"> • produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Relating Content-Area Information</p>

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	<p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p>	
<ul style="list-style-type: none"> • Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p>
<ul style="list-style-type: none"> • Use adverbials effectively, including words and phrases 	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172,</p>

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	173, 174, 177, 180, 183, 188
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>The Following Selected Matches Support this Objective:</p> <p>Writing Prompts Teacher Materials Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Writing an Opinion Teacher Materials Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview Teacher Materials Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial</p>

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	<p><u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<ul style="list-style-type: none"> • Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u> Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write Letters, Postcards, E-Mail <u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>

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	<p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Description <u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Final Projects <u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<ul style="list-style-type: none"> • Use commas correctly to punctuate appositives and lists 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing Prompts <u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p>

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	<p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p> <p>Create an Interview <u>Teacher Materials</u> Teacher's Guide: 57, 105, 155</p> <p>Teacher's Resource Book: 135, 144, 159, 160, 161, 181</p> <p>Write a Tribute, Memorial <u>Teacher Materials</u> Teacher's Guide: 115, 137, 177, 201, 207, 229</p> <p>Teacher's Resource Book: 126, 139, 149, 152</p> <p>Book Synopsis <u>Teacher Materials</u> Writing and Grammar Strategies Book: 78-82</p> <p>Relating Content-Area Information <u>Teacher Materials</u> Writing and Grammar Strategies Book: 68-72</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>
<ul style="list-style-type: none"> Spell frequently used words correctly 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narration <u>Teacher Materials</u></p>

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	<p>Teacher's Guide: 67, 91, 123, 145, 149, 163, 175, 205</p> <p>Writing and Grammar Strategies Book: 33-37, 113-117</p> <p>Write Letters, Postcards, E-Mail</p> <p><u>Teacher Materials</u> Teacher's Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher's Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p> <p>Writing Prompts</p> <p><u>Teacher Materials</u> Writing and Grammar Strategies Book: 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 112, 117, 122, 127</p> <p>Description</p> <p><u>Teacher Materials</u> Teacher's Guide: 55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229</p> <p>Writing and Grammar Strategies Book: 38-42, 43-47, 48-52</p> <p>Final Projects</p> <p><u>Teacher Materials</u> Teacher's Guide: The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher's Resource Book:</p>

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	The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>Teacher Materials Teacher's Guide: Software: 63, 75, 83, 97, 101 Audiobooks: 145, 155, 159, 165, 167 Paperbacks: 173, 179, 185, 191, 201</p> <p>Teacher's Resource Book: 131, 136, 139, 145, 146, 162, 167, 169, 172, 173, 174, 177, 180, 183, 188</p>
<p>Standard C: Oral Language - Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.</p>	
<p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p>	
<ul style="list-style-type: none"> • Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument Teacher Materials Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition Teacher Materials Writing and Grammar Strategies Book: 123-127</p>

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	<p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<ul style="list-style-type: none"> • Read aloud effectively from previously-read material 	<p>The Following Matches Support this Objective:</p> <p>Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
<ul style="list-style-type: none"> • Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book:</p>

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	<p>126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<ul style="list-style-type: none"> • Present autobiographical or fictional stories that recount events effectively to large and small audiences 	
<ul style="list-style-type: none"> • Participate in group readings, such as choral, echo, and shadow reading 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Oral Reading <u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher's Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral</p>

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	reading practice.
<ul style="list-style-type: none"> • Perform dramatic readings and presentations 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plays <u>Student Materials</u> Paperbacks: <i>The Last Dance</i> <i>Dear Lovey Hart, I Am Desperate!</i> <i>Confessions of a Gym-Class Dropout</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 32</p>
<ul style="list-style-type: none"> • Distinguish between fact and opinion and provide evidence to support opinions 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>

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C.4.2 Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Follow basic directions 	The Following Matches Provide Opportunities to Meet this Objective: How-to-Paragraph <u>Teacher Materials</u> Writing and Grammar Strategies Book: 58-62
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	The Following Matches Provide Opportunities to Meet this Objective: Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217 Teacher's Resource Book: 139, 145, 160, 186, 187
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and 	The Following Matches Provide Opportunities to Meet this Objective:

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draw conclusions	<p>Sequence of Events</p> <p><u>Student Materials</u></p> <p>Software: 1.2, L3; 1.4, L1-3; 2.3, L1-3; 2.4, L2-3; 3.3, L2-3; 3.4, L2-3; 4.3, L1; 4.4, L2; 5.1, L2-3; 5.2, L1-2; 5.3, L1, L3; 5.4, L1-3; 6.1, L1, L3; 6.2, L1-3; 6.3, L1-2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1-2; 9.1, L1; 9.2, L1-3; 9.3, L2; 9.4, L1-3</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 32 and end of Ch. 6 <i>Favorite Greek Myths:</i> 70 <i>I Thought My Soul Would Rise and Fly:</i> 66, 157, and 168 <i>Jonah the Whale:</i> 17, 62, and 101 <i>Journal of Joshua Loper:</i> 73 and 81 <i>The Magnificent Mummy Maker:</i> 11, 81, and 130 <i>The Ostrich Chase:</i> 20, 100, and 113 <i>Pacific Crossing:</i> end of Chs. 2, 9, 12, and 16</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Software: 65, 91, 115 Audiobooks: 159 Paperbacks: 175</p> <p>Teacher's Resource Book: 116</p> <p>Reading Strategies Book: 12, 48, 87</p> <p>Predicting</p> <p><u>Student Materials</u></p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!:</i> 41, 73, and end of Ch.</p>

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	<p>8</p> <p><i>Beautiful Warrior</i>: 12, 20, and 30 <i>Favorite Greek Myths</i>: 52 <i>For Your Eyes Only!</i>: 40, 42, and 73 <i>I Thought My Soul Would Rise and Fly</i>: 22 and 149 <i>Jonah the Whale</i>: 11, 30, and 64 <i>The Journal of Joshua Loper</i>: 44 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 71 and 76 <i>The Magnificent Mummy Maker</i>: 7, 31, and 71 <i>The Music of Dolphins</i>: end of Ch. 7, 52, 61, 93, 104, and end of Chs. 26 and 48 Pacific Crossing: 38 and end of Chs. 8 and 13</p> <p>Draw Conclusions</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1-3; 2.2, L1-3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1-3; 5.2, L1-3; 5.3, L1, L3; 5.4, L1-3; 6.1, L1; 6.4, L1-3; 7.1, L3; 7.2, L1; 8.1, L2-3; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks (Reading Coach Modeling): <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy</i></p>

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	<p><i>Bloom:</i> 22 and 76 <i>The Magnificent Mummy Maker:</i> 47 <i>The Music of Dolphins:</i> 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase:</i> 42, 55, and 80 <i>Pacific Crossing:</i> end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p><u>Teacher Materials</u> Teacher's Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher's Resource Book: 118</p> <p>Reading Strategies Book: 18, 54, 95</p>
<ul style="list-style-type: none"> • Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • Distinguish fact from fantasy and fact from opinion 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument</p> <p><u>Teacher Materials</u> Teacher's Guide:</p>

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	<p>165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<ul style="list-style-type: none"> • Understand increasingly complex sentence structures 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p>

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	<p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p> <p>Writing an Opinion <u>Teacher Materials</u> Writing and Grammar Strategies Book: 88-92</p>
<ul style="list-style-type: none"> • Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Write an Argument <u>Teacher Materials</u> Teacher's Guide: 165, 215</p> <p>Teacher's Resource Book: 126, 134, 145, 148, 155, 156, 159, 184, 201</p> <p>Persuasive Composition <u>Teacher Materials</u> Writing and Grammar Strategies Book: 123-127</p> <p>Letter to the Author <u>Teacher Materials</u> Writing and Grammar Strategies Book: 83-87</p> <p>Writing to Persuade <u>Teacher Materials</u> Writing and Grammar Strategies Book: 98-102</p>

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C.4.3 Participate effectively in discussion.	
<ul style="list-style-type: none"> • Volunteer relevant information, ask relevant questions, and answer questions directly 	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
<ul style="list-style-type: none"> • Use appropriate eye contact and other nonverbal cues 	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.
<ul style="list-style-type: none"> • Use appropriate strategies to keep a discussion going 	The Following Matches Provide Opportunities to Meet this Objective: Discuss Reading Materials and Ideas

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	<p><u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • Reflect on the ideas and opinions of others and respond thoughtfully 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • Ask for clarification and explanation of unfamiliar words and ideas 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with</p>

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	guidance from the teacher.
<ul style="list-style-type: none"> Summarize information conveyed through discussion 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Standard D: Language - Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.</p>	
<p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p>	
<ul style="list-style-type: none"> Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	<p>Using Resources <u>Student Materials</u> Audiobooks (Reading Coach Modeling): <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
<ul style="list-style-type: none"> Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words 	<p>Roots <u>Teacher Materials</u> Reading Strategies Book: 25, 46, 61</p> <p>Prefixes <u>Student Materials</u> Software: 1.1, L3; 3.3, L2; 4.2, L3; 5.2, L2; 6.1, L3;</p>

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	<p>6.2, L2; 7.1, L3; 7.3, L3; 7.4, L3; 9.1, L3; 9.3, L3; 9.4, L3</p> <p><u>Teacher Materials</u> Reading Strategies Book: 13, 22, 37, 100</p> <p>Suffixes <u>Student Materials</u> Software: 1.3, L3; 2.1, L3; 2.2, L3; 2.4, L3; 3.1, L3; 3.2, L3; 4.3, L3; 5.1, L3; 5.4, L2-3; 6.1, L3; 6.2, L3; 6.3, L3; 7.1, L2; 8.1, L3; 8.3, L3; 8.4, L3; 9.1, L3; 9.4, L2-3</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 22, 40</p>
<ul style="list-style-type: none"> Identify common figures of speech and use them appropriately 	<p>Figurative Language <u>Teacher Materials</u> Reading Strategies Book: 46, 52, 88, 112</p>
<p>D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p>	
<ul style="list-style-type: none"> Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading</i></p>

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	<i>Strategies</i> book are discussed with guidance from the teacher.
<ul style="list-style-type: none"> Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discuss Reading Materials and Ideas <u>Teacher Materials</u> Teacher's Guide: The <i>Teacher's Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p>Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Standard E: Media and Technology - Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.	
E.4.1 Use computers to acquire, organize, analyze, and communicate information.	
<ul style="list-style-type: none"> Operate common computer hardware and software 	
<ul style="list-style-type: none"> Use basic word-processing, graphics, and drawing programs 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Plan a Web Page <u>Teacher Materials</u> Teacher's Guide: 181, 185</p> <p>Teacher's Resource Book: 178</p>
<ul style="list-style-type: none"> Create, store, and retrieve electronic files 	
<ul style="list-style-type: none"> Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:

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	<p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<ul style="list-style-type: none"> Generate, send, and retrieve electronic messages 	
E.4.2 Make informed judgments about media and products.	
<ul style="list-style-type: none"> Identify the intent or appeal behind products and messages promoted via media 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<ul style="list-style-type: none"> Recognize basic propaganda techniques 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<ul style="list-style-type: none"> Identify images and symbols central to particular messages 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
E.4.3 Create products appropriate to audience and purpose.	
<ul style="list-style-type: none"> Write news articles appropriate for familiar media 	<p>The Following Matches Support this Objective:</p>

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	Write an Article, News Report <u>Teacher Materials</u> Teacher's Guide: 199, 217 Teacher's Resource Book: 139, 145, 160, 186, 187
<ul style="list-style-type: none"> • Create simple advertising messages and graphics appropriate for familiar media 	The Following Matches Support this Objective: Plan a Web Page <u>Teacher Materials</u> Teacher's Guide: 181, 185 Teacher's Resource Book: 178
<ul style="list-style-type: none"> • Prepare, perform, and tape simple radio and television scripts 	
<ul style="list-style-type: none"> • Prepare and perform school announcements and program scripts 	
E.4.4 Demonstrate a working knowledge of media production and distribution.	
<ul style="list-style-type: none"> • Make distinctions between messages presented on radio, television, and in print 	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207
<ul style="list-style-type: none"> • Recognize how messages are adjusted for different audiences 	Links, located in the <i>Teacher's Guide</i> , suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example: <u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197,

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<ul style="list-style-type: none"> Identify sales approaches and techniques aimed at children 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
E.4.5 Analyze and edit media work as appropriate to audience and purpose.	
<ul style="list-style-type: none"> Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects 	<p>The Following Matches Support this Objective:</p> <p>Plan a Web Page <u>Teacher Materials</u> Teacher's Guide: 181, 185</p> <p>Teacher's Resource Book: 178</p>
<ul style="list-style-type: none"> Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work 	<p>The Following Matches Support this Objective:</p> <p>Plan a Web Page <u>Teacher Materials</u> Teacher's Guide: 181, 185</p> <p>Teacher's Resource Book: 178</p>
Standard F: Research and Inquiry- Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.	
F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.	
<ul style="list-style-type: none"> Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to</p>

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<p>developing a basic plan for gathering information</p>	<p>meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources</p> <ul style="list-style-type: none"> • 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers</p> <ul style="list-style-type: none"> • 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>
<p>Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids</p> <ul style="list-style-type: none"> • 	<p>Links, located in the <i>Teacher's Guide</i>, suggest resources for students to explore a topic further and provide opportunities to meet this objective. See, for example:</p> <p><u>Teacher Materials</u> Teacher's Guide: 113, 125, 131, 147, 155, 169, 175, 183, 197, 207</p>