



Scholastic *READ 180 Enterprise*, Stage A
correlated to the
West Virginia Content Standards and Objectives
for Reading and Language Arts
Grades 4-6

Scholastic Read 180 Stage A correlated to
West Virginia Content Standards and Objectives Reading and Language Arts
Grade 4-6

Grade 4	Scholastic READ 180, Stage A
	TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; A= Audiobooks; P= Paperbacks; TS= Topic Software; S= Software
Reading	
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by ■identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and ■selecting a wide variety of literature and diverse media to develop independence as readers	
identify and practice appropriate vocabulary: <ul style="list-style-type: none"> • multiple meaning words • synonyms • antonyms • homonyms • content area vocabulary • context clues 	TE: 17, 19, 44-45, 56, 72, 73, 96, 116, 120, 137, 139, 141, 152, 176, 192, 200, 241, 243, 244; R1: 238, 240, 242, 246, 248, 254, 264, 274; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i>
apply structural analysis including etymology and context clues to decode and encode words	TE: 10, 12-14, 16-19, 28, 31A, 34, 38-42, 52, 55A, 60-71, 80, 83A, 86, 88-90, 92-96, 104, 107A, 112-114, 116-119, 128, 131A, 136-149, 150, 163A, 166, 168-170, 172-175, 184, 187A, 192-194, 196-198, 211A, 216-223, 226, 234, 239A; R1: 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 134, 137, 144, 145, 146, 147, 150, 151, 238, 254, 264, 266, 268, 270; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Success Zone</i>
use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning)	TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 70, 86, 88, 90, 92, 94, 108, 110, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226; R1: 288-331, 413; A: 48; P: 81; S: <i>Reading Zone, Success Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw

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	<p>conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>apply and generate tiered levels of vocabulary in speaking and reading experiences</p>	<p>TE: Opportunities throughout text to apply and generate tiered levels of vocabulary in speaking and reading, e.g., 9, 10, 12, 14, 16, 18, 20-21, 33, 34, 36, 38, 40, 44-45, 57, 60, 62, 66, 68, 70, 72-73, 85, 86, 88, 90, 92, 94, 96-97, 109, 110, 112, 114, 116, 120-121, 132, 140, 144, 146, 148, 152-153, 165, 166, 168, 170, 172, 174, 176-177, 200-201, 213-214, 216, 220, 222, 224, 228-229; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270; TS: 17-21, 23-28, 29-33, 35-39, 41-45, 47-51, 53-57, 59-63, 65-69; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i></p>
<p>read fluently with appropriate rate, accuracy and prosody</p>	<p>TE: 8, 10, 12, 14, 16, 18, 31A, 32, 34, 36, 38, 40, 42, 55A, 60, 62, 64, 66, 68, 70, 83A, 86, 88, 90, 92, 94, 107A, 108, 110, 112, 114, 116, 118, 131A, 132, 134, 136, 138, 140, 142, 144, 146, 148, 163A, 164, 166, 168, 170, 172, 174, 187A, 188, 190-198, 211A, 214-220, 222, 224, 226, 239A; R1: 164-183; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i></p>
<p>examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic)</p>	<p>TE: 10-19, 41, 52, 81, 104, 188C, 190-199, 223, 245, 246; R1: Lessons and corresponding text fulfill standard, e.g., 288-289, 292, 298-299, 314, 322, 338-340, 344-346, 352-354, 370, 380; A: Lessons and corresponding text fulfill standard, e.g., 14-25, 27-62; P: Lessons and corresponding text fulfill standard, e.g., 11-40, 43-102; TS: Lessons and corresponding text fulfill standard, e.g., 19-21, 24-27, 30-33, 36, 38-39, 42, 45, 48-50, 54, 57, 61-63, 68-69, 74-109, 115-121, 128-139, 143-145, 152-154, 160-166, 173-178; S: <i>Reading Zone, Success Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading)</p>	<p>TE: 10, 12-14, 16-19, 28, 31A, 34, 38-42, 52, 55A, 60-71, 80, 83A, 86, 88-90, 92-95, 104, 107A, 112-114, 116-119, 128, 131A, 136-149, 150, 163A, 166, 168-170, 172-175, 184, 187A, 192-194, 196-198, 211A, 216-223, 226, 236, 239A; R1: 166, 167, 170, 171, 174, 175, 178, 179, 182, 183, 185, 186, 188, 189; P: 11-40; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading</i></p>

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	<i>Zone, Success Zone</i>
<p>interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details</p>	<p>TE: 8C, 10-19, 34, 36, 38, 40-42, 52, 56C-56F, 58-71, 81-82, 84C, 86-95, 104, 106, 110, 114, 117, 132C-132F, 134-149, 164C, 163, 166-175, 186-187, 188C, 190-199, 212C, 214-227, 223, 238, 245-247; R1: 288-337; A: 27, 30, 33, 36, 42, 45, 48, 51, 54, 57, 60, 39, 57; P: 43, 45, 47, 49, 51, 53, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone, Success Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>determine the author's purpose in literary and informational texts and use supporting material to justify author's intent:</p> <ul style="list-style-type: none"> • to persuade • to entertain • to inform • to determine a specific viewpoint 	<p>TE: 10, 12, 14, 16, 18, 36, 38, 40, 42, 58, 60, 62, 64, 66, 68, 70, 86, 88, 90, 92, 94, 108, 110, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226; R1: 320-321, 414; A: Instructor may expand upon each reading to elaborate on author's purpose, e.g., 11-40; P: Instructor may expand upon each reading to elaborate on author's purpose, e.g., 14-25; TS: Instructor may expand upon each reading to elaborate on author's purpose, e.g., 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone, Success Zone</i>.</p>
<p>compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes)</p>	<p>Teacher can expand upon compare and contrast strategies found within the text, e.g., TE: 14, 36, 42-43, 89, 94, 119, 169, 188C, 190-199, 223, 246; R1: 298, 299, 401; R3: 43; A: 19, 22, 23, 25, 36; P: 11, 20, 28, 34, 36, 38, 39, 40, 77, 97; TS: 19, 21, 25, 26, 30, 36, 38, 45, 61; S: <i>Reading Zone, Success Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Compare and contrast is covered. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>distinguish between the ways in which language is used in literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • idioms • analogies • puns 	<p>TE: 13, 36, 67, 86, 90, 107B, 121, 137, 139, 141, 170, 190, 192, 214, 223, 248; R1: 272, 274, 333-334; R2: 53; R3: 60, 67; S: <i>Reading Zone</i></p>

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<p>recognize and explain the defining characteristics of genre in literary and informational texts:</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • novels • plays • legends • autobiographies • magazines • newspapers • textbooks • essays • speeches • electronic databases • reference materials 	<p>TE: 10, 12-14, 16-19, 34, 36-38, 40-43, 60-71, 86, 88-90, 92-95, 110, 112-114, 116-119, 136-139, 150, 161, 166, 168-170, 172-175, 190, 192-194, 196-198, 214, 216-233; R1: Instructor can expand upon comprehension passages within text, e.g., 338-392; A: Instructor can expand upon comprehension passages within text, e.g., 14-25; P: Instructor can expand upon reading passages within text, e.g., 11-40; TS: Instructor can expand upon reading passages within software, e.g., 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone, Success Zone.</i></p>
<p>judge the reliability or logic of informational texts</p>	<p>Each new lesson provides various reading selections for student to judge the reliability or logic of text, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: <i>Reading Zone, Success Zone.</i></p>
<p>select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources)</p>	<p>TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student</p>

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	needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols)	TE: 11, 15, 23, 35, 39, 59, 75, 87, 91, 99, 111, 115, 123, 135, 155, 167, 171, 179, 191, 195, 203, 215, 219, 231; R1: 393-416; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 65, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101
use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts)	TE: 10-19, 41, 52, 81, 104, 188C, 190-199, 223, 245, 246; R1: Lessons and corresponding text fulfill standard, e.g., 288-289, 292, 298-299, 314, 322, 338-340, 344-346, 352-354, 370, 380; R2: 141; A: Lessons and corresponding text fulfill standard, e.g., 14-25, 27-62; P: Lessons and corresponding text fulfill standard, e.g., 11-40, 43-102; TS: Lessons and corresponding text fulfill standard, e.g., 19-21, 24-27, 30-33, 36, 38-39, 42, 45, 48-50, 54, 57, 61-63, 68-69, 74-109, 115-121, 128-139, 143-145, 152-154, 160-166, 173-178
Writing	
<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; - R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250
<p>demonstrate proper manuscript and cursive writing techniques:</p> <ul style="list-style-type: none"> • legibility • uniformity in all written work 	Teacher may instruct and assess proper writing techniques through writing activities found throughout texts, e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; - R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250
develop and apply the proper structure for simple and compound sentences	Student can demonstrate mastery of standard through the use of various writing

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	<p>activities found within the texts, e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; -R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 111, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250</p>
<p>identify and produce a sentence with proper word choice to include:</p> <ul style="list-style-type: none"> • verb tense • verb usage • subject/verb agreement • pronoun usage • adjectives and adverbs 	<p>Teacher may assess student ability to produce sentences with proper word choices through the use of writing activities found throughout texts e.g., TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 202-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 111, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250</p>
<p>compose a written composition from a prompt using the writing process in a timed and un-timed setting</p>	<p>TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108</p>
<p>develop proper form in written composition:</p> <ul style="list-style-type: none"> • beginning-middle-end • indentation • topic sentence • introductory and concluding paragraphs • related details • related and cohesive paragraphs • transitional and descriptive words 	<p>TE: 24-25, 48-51, 76-79, 100-103, 124-127, 156-159, 180-183, 204-207, 232-235; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134; R3: Teacher may expand upon additional practice writing activities, e.g., 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108</p>
<p>write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages</p>	<p>TE: 122-125, 249; R2: 94, 99, 104, 109, 113</p>
<p>develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form</p>	<p>TE: 23-25, 47-49, 75-77, 99-101, 123-125, 155-157, 179-181, 203-205, 231-233; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63-65, 68; P: 103-105, 108</p>
<p>create an effective response to a task in form, content and language (e.g.,</p>	<p>TE: 101, 157, 205; R2: 44, 47, 49, 52, 64, 68, 99, 117, 119, 122, 134-135, 137; A:</p>

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letters, poems, brief reports or descriptions, instructions, journals)	63, 68; P: 103, 108
use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar	TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes)	TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
use reference skills to identify words	TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
<p>use strategies to gather and record information for research topics:</p> <ul style="list-style-type: none"> • note taking • summarizing • paraphrasing • describing in narrative form • gathering information from direct quotes, maps, charts, graphs and tables 	TE: 23, 47, 75, 90, 99, 123, 155, 177, 196-197, 203, 229, 231; R1: 316, 412; R2: 139-140, 141, 143-145, 147, 149; A: 17, 21, 54; P: 15, 17, 19, 20, 23, 26, 27, 39, 73; TS: 18, 30, 32; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources)	TE: 229, 240-244; R1: 244, 252; R2: 141, 142; S: (Dictionary) Each student receives support for words that he or she finds difficult. The software differentiates instruction so that help is provided in specific ways to meet individual student needs. They are able to hear them spelled aloud, receive a dictionary definition, see and hear the word in segmented form (according to meaningful phonic elements that shows students how the word is constructed), and hear a decoding tip (highlights important phonic elements and provides a strategy for applying it to the word).
use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-	TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134; A: 63, 64;

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explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media)	P: 103-104
critically evaluate own and others' written compositions	TE: 25, 49, 77, 101, 125, 157, 181, 205, 233; R2: 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134
Listening, Speaking and Media Literacy	
Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes	
listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas)	TE: 8K-19, 32K-43, 56M-71, 84K-95, 108K-119, 132M-151, 164K-175, 188K-199, 212K-227; R1: 288-337; A: 14-25; P: 11-40; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.
distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research)	TE: 161, 237; R1: 382-383, 387; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69
recognize communication skills (e.g., speaking rate, audience, etiquette, active listening)	TE: 31A, 55A, 83A, 107A, 122-125, 131B, 163A, 187, 249; R2: 94, 99, 104, 109
create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose	N/A

<p style="text-align: center;">Grade 5</p>	<p style="text-align: center;">Scholastic READ 180, Stage A</p> <p>TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; A= Audiobooks; P= Paperbacks; TS= Topic Software; S= Software</p>
<p>Reading</p>	
<p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers 	
<p>use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level</p>	<p>TE: 20, 21, 163A, 201, 211A, 240, 242; R1: 256, 258, 266, 268; S: <i>Reading Zone, Word Zone</i></p>
<p>use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary</p>	<p>TE: 16, 19-21, 44-45, 93, 96, 116, 240-243; R1: 236, 238, 240, 242, 246, 248, 254, 256, 258, 264, 270, 274; R3: 28; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i></p>
<p>use denotation to understand meaning</p>	<p>TE: 9, 10, 12, 14, 16, 18, 20-21, 33, 34, 36, 38, 40, 44-45, 57, 60, 62, 66, 68, 70, 72-73, 85, 86, 88, 90, 92, 94, 96-97, 109, 110, 112, 114, 116, 120-121, 132, 140, 144, 146, 148, 152-153, 165, 166, 168, 170, 172, 174, 176-177, 200-201, 213-214, 216, 220, 222, 224, 228-229; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone: The Quick Check</i> activity uses high utility words and content-area words for students to use in the passages.</p>
<p>label the figurative language in text</p>	<p>TE: 13, 36, 86, 90, 107B, 121, 137, 139, 141, 170, 190, 192, 214, 223, 244, 248; R1: 272, 274, 333; R3: 60, 67; S: <i>Reading Zone.</i></p>
<p>select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction 	<p>TE: 10, 36-38, 60-71, 216-223; R1: 355; A: 14-15, 17, 19; P: L1, L2, L3, 14, 16, 31, 24-25, 35-36, 39; S: <i>Reading Zone, Success Zone.</i></p>

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<ul style="list-style-type: none"> • tall tales • supernatural tales • historical fiction 	
<p>determine main ideas and locate supporting details in literary passages and informational texts</p>	<p>TE: 8C, 10-19, 41, 245; R1: 292, 293, 314, 396, 397, 411; P: 11, 15, 16, 19, 22, 31, 35, 37, 43, 51, 65; A: 18; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Main idea and reading for detail are covered.</p>
<p>use pre-reading strategies to analyze text for the type of text to determine comprehension strategies:</p> <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 62, 64, 66, 68, 70, 86, 88, 90, 92, 94, 108, 110, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226; R1: 315; S: <i>Reading Zone</i></p>
<p>differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • draw conclusions • predict • use context clues • summarize • judge text critically 	<p>TE: 13, 16, 17-19, 40, 42, 84C, 86-96, 106, 110, 116-117, 174, 187, 190, 194, 220, 225, 245; R1: 294-295, 304-305, 314, 319, 398, 404, 413; A: 42, 48, 54; P: 49, 53, 81, 73; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution. Students can return to the passage to find text evidence to help them answer the questions.</p>
<p>determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose</p>	<p>TE: 56D, 58, 64-67, 71, 132D, 132F, 136, 138-141, 143, 145, 147, 149, 224, 247-248; R1: 306-307, 310-311, 321, 333-334, 336, 406, 414; A: 14, 16, 17, 18, 24, 27, 39; P: 12, 16, 18, 26, 28, 30, 33, 34, 37, 40, 59, 79, 89; TS: 37, 39; S: <i>Reading Zone, Success Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.</p>
<p>compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts</p>	<p>TE: 11, 14, 35-36, 42-43, 87, 89, 94, 111, 119, 167, 169, 188C, 190-199, 215-216, 223, 246; R1: 298-299; R2: 56; A: 17, 36; P: 77, 97; TS: 19, 21, 25-26, 30, 36, 38,</p>

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	45, 61; S: <i>Reading Zone, Success Zone.</i> The <i>Quick Check</i> activity is comprised of comprehension questions. Compare and contrast skills are covered.
identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect)	TE: 164C, 166-175, 188C, 190-199, 223, 246; R1: 296-299; A: 30, 33, 36; P: 55, 71, 77, 83, 91, 97; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone.</i> The <i>Quick Check</i> activity is comprised of comprehension questions. Cause/effect and compare and contrast skills are covered.
read and understand various types of poetry	TE: 150-151, 226-227, 248; R1: 329, 335; R3: 36; A: 20
identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary)	TE: 240-244; R3: 23; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i>
classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines)	TE: 18, 43, 94, 118, 174, 199, 224-225; R1: 326, 327
increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: <i>Reading Zone</i>
Writing	
<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250
use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition	TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 131, 137; A: 63-65; P: 103-105
arrange thoughts and ideas in graphic representations to plan and write a product	TE: 11, 15, 23, 35, 39, 59, 75, 87, 91, 99, 111, 115, 123, 135, 155, 167, 171, 179, 191, 195, 203, 215, 219, 231; R1: 393-416; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 65, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101
from a prompt, use the writing process to develop a 3-5 paragraph	TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57,

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composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details	62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105
use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter)	TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108
<p>write and edit the mechanics and grammar of a variety of sentence types:</p> <ul style="list-style-type: none"> • simple • compound • declarative • exclamatory • imperative • interrogative 	TE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 183, 206-107, 234-235, 248-249, 251-253; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134
select and use a variety of resource materials to plan and deliver a short research project, citing references	R2: 139-150
draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt	TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108
use basic transitional words to signal organization of a composition	TE: 25, 48, 76, 100, 124, 156, 178, 204, 232; R2: 58
Listening, Speaking and Media Literacy	
Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes	
<p>exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • readers theater • choral reading • personal narratives • recitations (poetry, historical documents) • dramatizations 	TE: 31A, 55A, 83A, 107A, 122-125, 131B, 163A, 187, 249; R1: 160-161, 172, 176; R2: 94, 99, 104, 109
compare and contrast personal experiences to oral/visual information	TE: 190-199, 223, 246; R1: 298-299; A: 36; P: 77, 97; TS: 19, 21, 25, 26, 30, 36,

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	38, 45, 61; S: <i>Reading Zone, Success Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Compare and contrast skills are covered.
listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas)	TE: 8K-19, 32K-43, 56M-71, 84K-95, 108K-119, 132M-151, 164K-175, 188K-199, 212K-227; R1: 288-337; A: 14-25; P: 11-40; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Summarization is covered.
create an age-appropriate media product that demonstrates format, purpose, and audience	N/A

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Reading	
<p>Students will use skills to read for literacy experiences, read to inform and read to perform a task by</p> <ul style="list-style-type: none"> identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers 	<p>S: <i>Reading Zone, Word Zone</i>; Also see all Paperbacks and Audiobooks</p>
<p>use connotation and denotation to understand meaning</p>	<p>TE: 9, 10, 12, 14, 16, 18, 20-21, 33, 34, 36, 38, 40, 44-45, 57, 60, 62, 66, 68, 70, 72-73, 85, 86, 88, 90, 92, 94, 96-97, 109, 110, 112, 114, 116, 120-121, 132, 140, 144, 146, 148, 152-153, 165, 166, 168, 170, 172, 174, 176-177, 200-201, 213-214, 216, 220, 222, 224, 228-229; R1: 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone: The Quick Check</i> activity uses high utility words and content-area words for students to use in the passages.</p>
<p>use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level</p>	<p>TE: 20, 21, 163A, 201, 211A, 240, 242; R1: 256, 258, 266, 268; S: <i>Reading Zone, Word Zone</i></p>
<p>use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms)</p>	<p>TE: 16, 19-21, 44-45, 93, 96, 116, 240-243; R1: 236, 238, 240, 242, 246, 248, 254, 256, 258, 264, 270, 274; R3: 28; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone, Word Zone, Spelling Zone, Success Zone</i></p>
<p>select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> myth fantasies biographies autobiographies science fiction tall tales 	<p>TE: 10, 36-38, 60-71, 216-223; R1: 355; A: 14-15, 17, 19; P: L1, L2, L3, 14, 16, 31, 24-25, 35-36, 39; S: <i>Reading Zone, Success Zone.</i></p>

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<ul style="list-style-type: none"> supernatural tales 	
<p>use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies:</p> <ul style="list-style-type: none"> previewing activating prior knowledge questioning skimming scanning 	<p>TE: 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 58, 62, 64, 66, 68, 70, 86, 88, 90, 92, 94, 108, 110, 112, 114, 116, 118, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 166, 168, 170, 172, 174, 190, 192, 194, 196, 198, 214, 216, 218, 220, 222, 224, 226; R1: 315; S: <i>Reading Zone</i></p>
<p>differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> use prior knowledge draw conclusions interpret meaning determine cause and effect judge text critically 	<p>TE: 11, 17, 40, 42, 61, 67, 94, 110, 113, 118, 164C, 166-175, 186, 197, 226, 246; R1: 296, 297, 304, 305; A: 30, 33, 42; P: 49, 53, 55, 71, 83, 91; TS: 17, 23, 29, 35, 41, 47, 53, 59, 65; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.</p>
<p>determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose</p>	<p>TE: 56D, 58, 64-67, 71, 132D, 132F, 136, 138-141, 143, 145, 147, 149, 224, 247-248; R1: 306-307, 310-311, 321, 333-334, 336, 406, 414; A: 14, 16, 17, 18, 24, 27, 39; P: 12, 16, 18, 26, 28, 30, 33, 34, 37, 40, 59, 79, 89; TS: 37, 39; S: <i>Reading Zone, Success Zone</i>.</p>
<p>interpret the actions, behaviors and motives of characters in literary texts</p>	<p>TE: 58, 64-65, 70-71, 132D, 136-139, 140, 143, 145, 147, 149, 224, 247-248; R1: 306-307; R2: 44, 47-48, 59, 62; A: 14, 18, 27, 39; P: 59, 79, 89; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Making inferences is covered.</p>
<p>determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum</p>	<p>TE: 132F, 149, 227, 247-248; R1: 312, 410; S: <i>Reading Zone</i>. The <i>Passage</i> activity is comprised of passages with content area text to help students build familiarity with text they encounter in all subject areas.</p>
<p>evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world</p>	<p>TE: 164C, 166-175, 186, 197, 246; R1: 399-400; R2: 69, 71; A: 15-16, 30, 33; P: 55, 71, 83, 91; TS: 27, 49, 54-56, 62, 67, 69; S: <i>Reading Zone</i>. The <i>Quick Check</i> activity is comprised of comprehension questions. Cause/effect skills are covered.</p>

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identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text	TE: 13, 36, 86, 90, 107B, 121, 137, 139, 141, 170, 190, 192, 214, 223, 244, 248; R1: 272, 274, 333; R3: 60, 67; S: <i>Reading Zone</i> .
Characterize and classify various types of poetry	TE: 150-151, 226-227, 248; R1: 329, 335; R3: 36; A: 20
identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism)	TE: 11, 14, 35-36, 42-43, 87, 89, 94, 111, 119, 167, 169, 188C, 190-199, 215-216, 223, 246; R1: 298-299; R2: 56; A: 17, 36; P: 77, 97; TS: 19, 21, 25-26, 30, 36, 38, 45, 61; S: <i>Reading Zone, Success Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Compare and contrast skills are covered.
use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts)	TE: 11, 15, 23, 35, 39, 59, 75, 87, 91, 99, 111, 115, 123, 135, 155, 167, 171, 179, 191, 195, 203, 215, 219, 231; R1: 393-416; A: 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60; P: 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 65, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101
increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text	Each new lesson provides opportunities for student to increase the amount of independent reading, e.g., TE: 10, 12-14, 16-19, 28, 34, 38-42, 52, 60-71, 80, 86, 88-90, 92-95, 104, 112-114, 116-119, 128, 136-149, 150, 166, 168-170, 172-175, 184, 192-194, 196-198, 216-223, 226, 234; R1: 338-392; P: 11-40; TS: 71-178; S: <i>Reading Zone</i>
Writing	
<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes 	TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 14, 17-18, 19, 22-23, 24, 27-28, 29, 32-33, 34, 37-38, 39, 43, 44, 47, 49, 52-53, 54, 57-58, 59, 62-63, 64, 66, 68, 69, 72-73, 74, 77-78, 79, 82-83, 84, 87-88, 89, 91, 93, 94, 97-98, 99, 102-103, 104, 107-108, 109, 11, 113, 114, 117-118, 119, 122, 124, 127-128, 129, 131-133, 134, 137-138; R3: 22, 24, 28-30, 32, 35, 38-39, 41, 43, 45, 47-49, 55, 57-62, 64-66, 68-70; A: 28-62, 63-68; P: 43-100, 44-108; TS: 179-250
use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail	R1: 316, 412; R2: 141, 143-144
<p>use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks:</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures 	TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 131, 137; A: 63-65; P: 103-105

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<ul style="list-style-type: none"> speeches poetry 	
<p>from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions</p>	<p>TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105</p>
<p>use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive)</p>	<p>TE: 22-25, 46-51, 74-79, 98-103, 122-127, 154-159, 178-183, 206-207, 230-235; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 131, 137; A: 63-65; P: 103-105</p>
<p>use analogies, illustrations, examples, or anecdotes to enhance written communication</p>	<p>TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105, 108</p>
<p>edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling</p>	<p>TE: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 183, 206-107, 234-235, 248-249, 251-253; R2: 14, 19, 24, 29, 34, 39, 44, 47, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134</p>
<p>develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph</p>	<p>TE: 23, 47, 75, 99, 123, 155, 179, 203, 231; R2: 17, 22, 27, 32, 37, 43, 47, 52, 57, 62, 68, 72, 77, 82, 87, 93, 97, 102, 107, 113, 117, 122, 127, 132, 137; R3: 29, 32, 35, 41, 43, 45, 47, 55, 57, 59, 61, 64-65; A: 63-65, 68; P: 103-105</p>
<p>demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task</p>	<p>R2: 141-143</p>
<p>credit sources of information by citing references using various formats, (e.g., footnotes, bibliography)</p>	<p>R2: 147, 149, 150</p>
<p>select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids</p>	<p>N/A</p>
<p>Listening, Speaking and Media Literacy</p>	
<p>Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes</p>	
<p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> compositions 	<p>TE: 31A, 55A, 83A, 107A, 122-125, 131B, 163A, 187, 249; R1: 160-161, 164-165, 172, 176; R2: 94, 99, 104, 109</p>

Grade 6	<p align="center">Scholastic READ 180, Stage A</p> <p align="center">TE= Teacher's Edition; R1= RDI 1 Reading Skills and Strategies; R2= RDI 2 Writing & Grammar Strategies; R3= RDI 3 Strategies for English-Language Learners; A= Audiobooks; P= Paperbacks; TS= Topic Software; S= Software</p>
<ul style="list-style-type: none"> • personal narratives • brochures • speeches • poetry 	
retell and create original, simple and detailed sequential stories	TE: 32C, 34-43, 54, 93, 245; R1: 291, 295; A: 20, 45; P: 12, 32, 45, 87; TS: 18, 33, 44, 63; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Sequence of events is covered.
interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program)	R3: 62, 65, 70; A: 14-25; TS: 18-21, 24-28, 30-33, 36-39, 42-45, 48-51, 54-57, 60-63, 66-69, 71-178; S: <i>Reading Zone</i> . The <i>Quick Check</i> activity is comprised of comprehension questions. Comprehension skills covered are: main idea, summarize, sequence of events, read for detail, draw conclusions, make inferences, cause/effect, compare/contrast, and problem/solution.
perform a variety of roles in group discussions including active listener and discussion leader	TE: Students can perform the roles of active listener and discussion leader during small group sessions, e.g., 13, 15, 17, 19, 41, 43, 63, 65, 67, 71, 89, 91, 93, 95, 139, 141, 143, 151, 159, 163B, 173, 175, 197, 199, 217, 221, 223, 225; R1: 165, 169, 173, 177, 181; R2: 21-70
create and present an age-appropriate media product that demonstrates format, purpose, and audience	N/A