

 SCHOLASTIC



Enterprise Edition Stage A

**Correlated to
Wyoming Language Arts Content
and Performance Standards**

Grades 4, 5 & 6

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Language Arts Content and Performance Standards Grade 4	<i>READ 180 Enterprise</i> Stage A
CONTENT STANDARD	
1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
Benchmark	
I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	
A. Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.	rBook Teacher’s Edition: Best Practices: 8C Coaching Notes: 11 Readings: 10-11, 12-15, 16-19 Workshop Wrap-Up: 30 rBook Reading Handbook: 245 Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i> , p. 13 Paperbacks Teaching Resources: <i>Buzz!</i> , p. 43; <i>Screech!</i> , p. 51 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension , Lessons 5-6 Main Idea and Details: 292, 293
B. Students demonstrate the strategy of setting a purpose before reading and visualization during reading.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227
C. Students distinguish between fact and opinion.	rBook Teacher’s Edition: Best Practices: 212C Coaching Notes: 15, 34, 37, 38, 60, 62, 63, 65, 71, 114, 138, 140, 144, 147, 175, 190, 193 Functional Literacy: 52, 81, 104, 223 Readings: 15, 34, 36, 38, 61, 63, 65, 71, 114, 139, 141, 145, 147, 166, 174, 190, 214-227, 238, 246

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<p>C. Students distinguish between fact and opinion. (continued)</p>	<p>Audiobooks Teaching Resources: <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 12; <i>La Mariposa</i>, p. 12; <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>The Torch Runner</i>, p. 57; <i>The Story of Harriet Tubman</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 35 Fact and Opinion: 322</p>
<p>D. Students draw conclusions from text.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 17, 40, 42, 94, 110 Readings: 40-42, 110-111</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 17-18 Draw Conclusions: 304, 305</p>
<p>E. Students demonstrate understanding by summarizing.</p>	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Readings: 86-87, 88-91, 92-95 Writing and Grammar: 98-101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294, 295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>

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<p>F. Students read between the lines to infer author intent.</p>	<p>rBook Teacher’s Edition: Best Practices: 212C Coaching Notes: 15, 17, 34, 37, 38, 40, 42, 60, 62, 63, 65, 71, 94, 110, 114, 138, 140, 144, 147, 175, 190, 193 Readings: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 214-215, 216-223, 224-225, 226-227</p> <p>Audiobooks Teaching Resources: <i>For Your Eyes Only!</i>, p. 10; <i>Jonah the Whale</i>, p. 11; <i>The Journal of Joshua Loper</i>, p. 11; <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 12; <i>La Mariposa</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>The Revenge of the Fireflies</i>, p. 49; <i>Selena!</i>, p. 53; <i>The Torch Runner</i>, p. 57; <i>The Story of Harriet Tubman</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302, 303</p> <p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>G. Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 20, 21, 201 Vocabulary/Word Study: 20, 21, 200, 201 Workshop Wrap-Up: 31, 211</p>

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<p>G. Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words. (continued)</p>	<p>Audiobooks Teaching Resources: <i>Favorite Greek Myths</i>, p. 15</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269</p>
<p>H. Students understand grade-level-appropriate technical and subject specific vocabulary.</p>	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Introduction: 230-231; Scholastic RED Professional Development: 232-235; Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson</p>

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<p>H. Students understand grade-level-appropriate technical and subject specific vocabulary. (continued)</p>	<p>17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275; Resource: Vocabulary Words: 276</p>
<p>I. Students use text organizers such as type, headings, and graphics to predict and categorize information.</p>	<p>rBook Teacher’s Edition: Best Practices: 56D Coaching Notes: 193, 198, 217 Readings: 60-71 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>The Magnificent Mummy Maker</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>The Story of a Flea and His Dog</i>, p. 17; <i>Cockroach Cooties</i>, p. 21; <i>Little Monster</i>, p. 23; <i>Ricky Ricotta’s Mighty Robot vs. The Mecha-Monkeys From Mars</i>, p. 25; <i>Take the Court</i>, p. 28; <i>Who’s That Girl?</i> p. 30</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 32 Make Predictions: 319</p>
<p>J. Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.</p>	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149, 150-151, 226-227</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 1 Modeled Fluent Reading: 164-167; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179; Lesson 5 Repeated Timed Reading: 180-183; Resources: 184-192</p>

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II. Students demonstrate an understanding of literary texts.	
A. Students use knowledge of situation, setting and a character’s traits and motivations to determine the causes for that character’s actions.	rBook Teacher’s Edition: Best Practices: 132C, 132D Coaching Notes: 65, 70, 137, 138, 139, 143, 145, 147, 149, 224 Comprehension: 58 Readings: 58, 64, 65, 71, 136, 138, 139, 140, 143, 145, 147, 149, 224 rBook Reading Handbook: 247, 248 Audiobooks Teaching Resources: <i>Jonah the Whale</i> , p. 11; <i>The Music of Dolphins</i> , p. 13; <i>The Ostrich Chase</i> , p. 13 Paperbacks Teaching Resources: <i>20,000 Leagues Under the Sea</i> , p. 59; <i>Treasure Island</i> , p. 79; <i>How Tía Lola Came to Stay</i> , p. 89 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension , Lessons 19-20 Analyze Character: 306, 307
B. Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.	rBook Teacher’s Edition: Coaching Notes: 150 Readings: 151, 227 rBook Reading Handbook: 248 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension , Literary Elements: Repetition and Rhyme: 335; Sounds in Poetry: 335 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Poetry , Lesson 25 Rhyming Poem: 134-138

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<p>B. Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia. (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Rhyme Scheme (identify and use rhyming words): 33; Three Cheers! (practice recognizing speech rhythms): 36</p>
<p>C. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 71 Readings: 60-71, 136-149</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Model: The Puppy Plan: 15; Lesson 2 Model: Sisters and Softball: 20; Lesson 3 Model: Lost in the Department Store: 25; Lesson 4 Model: When Dogs Speak: 30; Lesson 5 Model: First Book: 35; Lesson 6 Model: New Girl in Class: 40-41; Poetry, Lesson 25 Model: A Basketball Limerick: 135</p>
<p>D. Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.</p>	<p>rBook Teacher’s Edition: Readings: 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, 216-223, 226</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 11-20; Teaching Plans Level 2: pp. 21-30; Teaching Plans Level 3: pp. 31-</p>

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D. Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends. (continued)	40 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330
E. Students establish a purpose for reading.	rBook Teacher’s Edition: Comprehension: 58-59, 134-135 Readings: 60-71, 136-149, 150-151, 226-227
F. Students understand author’s purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.	rBook Teacher’s Edition: Best Practices: 56C-56D, 56E-56F, 132C-132D Comprehension: 58-59, 134-135 Readings: 60-71, 136-149, 150-151, 226-227 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 34 Identify Author’s Purpose: 321
III. Students demonstrate an understanding of informational texts.	
A. Students read a variety of non-fiction and informational texts.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225 Paperbacks Teaching Resources: <i>Buzz! A Book About Insects</i>, p. 11; <i>Screech! A Book About Bats</i>, p. 15; <i>Finding the Titanic</i>, p. 22; <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i>, p. 31; <i>It Came From Ohio! My Life as a Writer</i>, p. 35; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>, p. 39

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<p>A. Students read a variety of non-fiction and informational texts. (continued)</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 1 Modeled Fluent Reading: 164-167; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179; Lesson 5 Repeated Timed Reading: 180-183; Resources: 184-192</p>
<p>B. Students summarize important information.</p>	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Readings: 86-87, 88-91, 92-95 Writing and Grammar: 98-101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294, 295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<p>C. Students locate information using table of contents, index, or glossary.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 28 Skim and Scan: 315</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>

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C. Students locate information using table of contents, index, or glossary. (continued)	RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Talking About Books (build vocabulary about parts of books): 23
D. Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).	<p>rBook Teacher’s Edition: Best Practices: 8C-8D Coaching Notes: 11 Functional Literacy: 52, 81, 104, 223 Readings: 12-15, 16-19, 41 Workshop Wrap-Up: 30 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Demeter and Persephone</i>, p. 12; <i>Screech! A Book About Bats</i>, p. 15</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293; Lesson 35 Fact and Opinion: 322</p>
CONTENT STANDARD	
2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	
Benchmark	
I. Students apply writing skills to plan, draft, revise, and publish writing.	
A. Students write organized paragraphs with a topic sentence and supporting details.	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar</p>

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<p>A. Students write organized paragraphs with a topic sentence and supporting details. (continued)</p>	<p>Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>B. Students write sentences of various lengths.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 235</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 18; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Lesson 13 Skill Builder: Creating a Topic Sentence: 78; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 28 Combining Sentences; 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<p>C. Students use descriptive and original words and show evidence of voice.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 202-205, 206</p>

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<p>C. Students use descriptive and original words and show evidence of voice. (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 7 Describing a Person: 44-48; Lesson 8 Describing a Setting: 49-53; Lesson 10 Character Sketch: 59-63; Lesson 11 Descriptive Composition: 64-68</p>
<p>D. Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 rBook Writing Handbook: 251, 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24, Skill Builder: Using Dialogue: 28; Lesson 4 Fantasy: 29; Lesson 5 Biographical Narrative: 34; Lesson 6 Narrative Composition: 39; Descriptive Writing, Lesson 7 Describing a Person: 44; Lesson 8 Describing a Setting: 49; Lesson 9 Compare-and-Contrasts Paragraph: 54, Skill Builder: Using Transition Words: 58; Lesson 10 Character Sketch: 59; Lesson 11 Descriptive Composition: 64; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69, Skill Builder: Combining Sentences: 73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; Persuasive Writing, Lesson 17 Writing an Opinion: 94; Lesson 18 Writing a Review: 99; Lesson 19 Writing a Persuasive Speech: 104; Lesson 20 Persuasive Composition: 109; Functional Writing, Lesson 21 How-To Paragraph: 114;</p>

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<p>D. Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly. (continued)</p>	<p>Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124; Lesson 24 Thank-You Note: 129; Poetry, Lesson 25 Rhyming Poem: 134; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p> <p>RDI 3 Resources for Differentiated</p>

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<p>D. Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly. (continued)</p>	<p>Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Echo With a Twist (identifying and forming contractions): 41; Bragging Rights (practice using comparatives): 43; Lost and Found (practice possessive nouns): 52; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>
<p>E. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>F. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143; Lesson 29 Features of a Research Report: 147-150</p>
<p>G. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 155, 156, 179, 180, 203, 204, 231, 232</p>

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<p>G. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146, 147, 148-149, 150</p>
<p>I. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129;</p>

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I. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals. (continued)	Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230
II. Students write a variety of expressive and expository pieces.	
A. Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.	rBook Teacher’s Edition: Writing and Grammar: 74-77, 154-157 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83
B. Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.	rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 230-235 rBook Writing Handbook: 250 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Biographical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; Poetry, Lesson 25 Rhyming Poem: 134-138
C. Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.	rBook Teacher’s Edition: Functional Literacy: 161, 237 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143;

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CONTENT STANDARD	
1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
Benchmark	
I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	
A. Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.	rBook Teacher’s Edition: Coaching Notes: 17, 44, 45, 79, 120, 152, 176 Vocabulary/Word Study: 44, 45, 72, 73, 120, 121, 152, 153, 176, 177 Workshop Wrap-Up: 55, 83, 131, 163, 187 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 9 Using a Thesaurus: 252, 253 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 10 Skill Builder: Using Synonyms: 63; Persuasive Writing, Lesson 19 Skill Builder: Targeting Tired Words: 108 RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Same Story (using synonyms in place of “tired words”): 28; Meaning Match (game with multiple-meaning words): 63
B. Students understand grade-level-appropriate technical and subject-specific vocabulary.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Vocabulary/Word Study: 20-21, 44-45, 72-

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<p>B. Students understand grade-level-appropriate technical and subject-specific vocabulary. (continued)</p>	<p>73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Introduction: 230-231; Scholastic RED Professional Development: 232-235; Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15 Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275; Resource: Vocabulary Words: 276</p>
<p>C. Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.</p>	<p>rBook Teacher’s Edition: Best Practices: 8C, 84C-84D Coaching Notes: 11 Readings: 10-11, 12-15, 16-19, 86-87, 88-91, 92-95 Workshop Wrap-Up: 30 Writing and Grammar: 98-101 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p>

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<p>C. Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text. (continued)</p>	<p>Paperbacks Teaching Resources: <i>Buzz!</i>, p. 43; <i>Screech!</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<p>D. Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>rBook Teacher’s Edition: Best Practices: 212C Coaching Notes: 15, 17, 34, 37, 38, 40, 42, 60, 62, 63, 65, 71, 94, 110, 114, 138, 140, 144, 147, 175, 190, 193 Readings: 15, 34, 36, 38, 40, 42, 61, 63, 65, 71, 110, 114, 139, 141, 145, 147, 166, 174, 190, 214-215, 216-223, 224-225, 226-227</p> <p>Audiobooks Teaching Resources: <i>For Your Eyes Only!</i>, p. 10; <i>Jonah the Whale</i>, p. 11; <i>The Journal of Joshua Loper</i>, p. 11; <i>The Last-Place Sports Poems of Jeremy Bloom</i>, p. 12; <i>La Mariposa</i>, p. 12</p> <p>Paperbacks Teaching Resources: <i>The Revenge of the Fireflies</i>, p. 49; <i>Selena!</i>, p. 53; <i>The Torch Runner</i>, p. 57; <i>The Story of Harriet Tubman</i>, p. 99</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 15-16 Make Inferences: 302, 303; Lessons 17-18 Draw Conclusions: 304, 305</p>

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<p>D. Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (continued)</p>	<p>Topic Software Teaching Resources: Can You Believe It?: 1.1-1.4; Predators: 2.1-2.4; Mummies, Bones, and Garbage: 3.1-3.4; It’s How You Play the Game: 4.1-4.4; Thrills and Chills: 5.1-5.4; One Man’s March: Martin Luther King Jr.: 6.1-6.4; Forgotten Heroes: 7.1-7.4; Weird Science: 8.1-8.4; History Mysteries: 9.1-9.4</p>
<p>E. Students understand cause and effect relationships.</p>	<p>rBook Teacher’s Edition: Best Practices: 164C-164D Readings: 166-167, 168-171, 172-175 Workshop Wrap-Up: 186</p> <p>Paperbacks Teaching Resources: <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i>, p. 31; <i>It Came From Ohio! My Life as a Writer</i>, p. 35</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 9-10 Cause and Effect: 296, 297</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Model: The Team’s Loss: 70</p>
<p>F. Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.</p>	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Text Feature: 18, 42, 94, 118, 174, 199</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:</p>

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Continued from previous page	Comprehension , Lessons 11-12 Compare and Contrast: 298-299; Lesson 29 Take Notes: 316
II. Students demonstrate an understanding of a variety of literary texts.	
A. Students make connections between characters, character traits, setting, and plot.	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149</p> <p>Paperbacks Teaching Resources: <i>Twin Talk: Advice from a TV Talk Show</i>, p. 20; <i>How Tia Lola Came to [Visit] Stay</i>, p. 34; <i>Riding Freedom</i>, p. 36; <i>Shoebag</i>, p. 38; <i>With Friends Like These, Who Needs Enemies?</i> P. 40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; ; Lessons 23-24 Analyze Plot: 310, 311</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Model: Rashad and Cheryl: 55</p>
B. Students make connections with the text.	<p>rBook Teacher’s Edition: Reinforce Background and Language: 8K, 32K, 56M, 84K, 108K, 132M, 164K, 184K, 212K Coaching Notes: 14, 36, 42, 43, 89, 94, 119, 169, 198 Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Comprehension: Make connections: 11, 35, 167, 216; Read across texts: 14, 36, 43, 89,</p>

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<p>B. Students make connections with the text. (continued)</p>	<p>119, 169, 198, 227</p> <p>Paperbacks Teaching Resources: <i>The Revenge of the Fireflies</i>, p. 14; <i>The Torch Runner</i>, p. 18; <i>Twin Talk: Advice from a TV Talk Show</i>, p. 20; <i>Finding the Titanic</i>, p. 22; <i>Navajo Long Walk</i>, p. 24; <i>Who’s That Girl?</i> p. 30; <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i>, p. 31; <i>David Copperfield</i>, p. 32; <i>How Tía Lola Came to [Visit] Stay</i>, p. 34; <i>It Came From Ohio! My Life as a Writer</i>, p. 35; <i>Riding Freedom</i>, p. 36; <i>Shoebag</i>, p. 38; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>, p. 39; <i>With Friends Like These, Who Needs Enemies?</i> P. 40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 44 Read Across Texts: 331</p>
<p>C. Students recognize descriptive language and imagery.</p>	<p>rBook Teacher’s Edition: Readings: 36, 137, 141, 192, 227 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Mood: 332; Tone: 332; Imagery: Simile and Metaphor: 333; Personification: 333; Hyperbole: 334; Symbolism: 334; Repetition and Rhyme: 335; Sounds in Poetry: 335; Conflict: 336; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337</p>

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<p>C. Students recognize descriptive language and imagery. (continued)</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p>
<p>D. Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).</p>	<p>rBook Teacher’s Edition: Coaching Notes: 71 Readings: 60-71, 136-149</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 42 Read Poetry: 329; Lesson 43 Read Drama: 330</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Model: The Puppy Plan: 15; Lesson 2 Model: Sisters and Softball: 20; Lesson 3 Model: Lost in the Department Store: 25; Lesson 4 Model: When Dogs Speak: 30; Lesson 5 Model: First Book: 35; Lesson 6 Model: New Girl in Class: 40-41; Poetry, Lesson 25 Model: A Basketball Limerick: 135</p>
<p>E. Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.</p>	<p>rBook Teacher’s Edition: Readings: 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, 216-223, 226</p> <p>Audiobooks Teaching Resources: Teaching Plans: pp. 14-25</p> <p>Paperbacks Teaching Resources: Teaching Plans Level 1: pp. 11-20; Teaching Plans Level 2: pp. 21-30; Teaching Plans Level 3: pp. 31-40</p>

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III. Students demonstrate understanding of informational text.	
A. Students locate and use information from multiple sources.	rBook Teacher’s Edition: Functional Literacy: 161, 237 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research , Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150
B. Students compare and contrast information to draw conclusions.	rBook Teacher’s Edition: Coaching Notes: 17, 40, 42, 94, 110 Readings: 40-42, 110-111 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension , Lessons 11-12 Compare and Contrast: 298, 299; Lessons 17-18 Draw Conclusions: 304, 305
C. Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225 Paperbacks Teaching Resources: <i>Buzz! A Book About Insects</i> , p. 11; <i>Screech! A Book About Bats</i> , p. 15; <i>Finding the Titanic</i> , p. 22; <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i> , p. 31; <i>It Came From Ohio!</i>

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<p>C. Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies. (continued)</p>	<p><i>My Life as a Writer</i>, p. 35; <i>The Story of Harriet Tubman, Conductor of the Underground Railroad</i>, p. 39</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 1 Modeled Fluent Reading: 164-167; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179; Lesson 5 Repeated Timed Reading: 180-183; Resources: 184-192</p>
<p>CONTENT STANDARD</p> <p>2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</p>	
<p>Benchmark</p> <p>I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	
<p>A. Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 155, 156, 179, 180, 203, 204, 231, 232</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140</p>

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<p>B. Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 154-159 rBook Writing Handbook: 249</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-88; Lesson 16 Expository Composition: 89-93; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>C. Students use meaningful word choice, evidence of voice, and sentence fluency.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 26, 50, 78, 79, 202-205, 206, 235</p> <p>Audiobooks Teaching Resources: Student Resources: QuickWrites: pp. 28-29, 31-32, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53, 55-56, 58-59, 61-62</p> <p>Paperbacks Teaching Resources: Student Resources: QuickWrites: pp. 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Skill Builder: Using the Four Types of Sentences: 18; Descriptive Writing, Lesson 7 Describing a Person: 44-48; Lesson 8 Describing a Setting: 49-53; Lesson 10 Character Sketch: 59-63; Lesson 11 Descriptive Composition:</p>

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<p>C. Students use meaningful word choice, evidence of voice, and sentence fluency. (continued)</p>	<p>64-68; Expository Writing, Lesson 12 Skill Builder: Combining Sentences: 73; Lesson 13 Skill Builder: Creating a Topic Sentence: 78; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 28 Combining Sentences; 208-209; Lesson 30 Combining Sentences With Phrases: 212-213</p>
<p>D. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235 rBook Writing Handbook: 251, 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24, Skill Builder: Using Dialogue: 28; Lesson 4 Fantasy: 29; Lesson 5 Biographical Narrative: 34; Lesson 6 Narrative Composition: 39; Descriptive Writing, Lesson 7 Describing a Person: 44; Lesson 8 Describing a Setting: 49; Lesson 9 Compare-and-Contrasts Paragraph: 54, Skill Builder: Using Transition Words: 58; Lesson 10 Character Sketch: 59; Lesson 11 Descriptive Composition: 64; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69, Skill Builder: Combining Sentences: 73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; Persuasive Writing, Lesson 17 Writing an Opinion: 94; Lesson 18 Writing a Review: 99; Lesson 19 Writing a Persuasive Speech: 104; Lesson 20 Persuasive Composition: 109; Functional Writing, Lesson 21 How-To Paragraph: 114;</p>

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<p>D. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes. (continued)</p>	<p>Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124; Lesson 24 Thank-You Note: 129; Poetry, Lesson 25 Rhyming Poem: 134; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p>

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<p style="text-align: center;">Language Arts Content and Performance Standards Grade 5</p>	<p style="text-align: center;"><i>READ 180 Enterprise Stage A</i></p>
<p>D. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes. (continued)</p>	<p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; A Picture Is Worth a Thousand Words (practice descriptive words): 59; Easily Confused Words (distinguishing easily confused words): 66</p>
<p>E. Students use strategies to revise writing such as producing multiple drafts.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 147, 148-149, 150</p>
<p>F. Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.</p>	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109;</p>

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F. Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology. (continued)	Functional Writing , 114, 119, 124, 129; Poetry , 134; Grammar, Usage, & Mechanics , 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230
II. Students write a variety of expressive and expository pieces.	
A. Students write and share literary analyses, using grade-level-appropriate strategies such as:	
<ol style="list-style-type: none"> 1. Summarizing main ideas and significant details; 2. Using examples from the text, other works, and prior knowledge or experience; 3. Relating own ideas to supporting details; and 4. Developing interpretation based on careful reading. 	rBook Teacher’s Edition: Writing and Grammar: 74-77, 154-157 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83
B. Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as:	
<ol style="list-style-type: none"> 1. Developing a clear story line in sequence; 2. Using descriptive words and phrases; and 3. Developing character, setting, and plot. 	rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 230-235 rBook Writing Handbook: 250 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Biographical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; Poetry , Lesson 25 Rhyming Poem: 134-138

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<p>C. Students summarize and paraphrase.</p>	<p>rBook Teacher’s Edition: Best Practices: 84C-84D Readings: 86-87, 88-91, 92-95 Writing and Grammar: 98-101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 7-8 Summarize: 294, 295</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<p>D. Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>
<p>E. Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.</p>	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 27 Important and Unimportant Details: 314; Lesson 28 Skim and Scan: 315; Lesson 29 Take Notes: 316; Lesson 30 Mark Up Text: 317</p>

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CONTENT STANDARD	
1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
Benchmark	
I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.	
A. Students use word origins and derivations to develop vocabulary.	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 18 Word Origins: 270, 271
B. Students understand grade-level-appropriate technical and subject-specific vocabulary.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167, 168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Vocabulary/Word Study: 20-21, 44-45, 72-73, 96-97, 120-121, 152-153, 176-177, 200-201, 228-229 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Introduction: 230-231; Scholastic RED Professional Development: 232-235; Lesson 1 Compound Words: 236, 237; Lesson 2 Context Clues: Unfamiliar Words: 238, 239; Lesson 3 Multiple-Meaning Words: 240, 241; Lesson 4 Homophones and Homographs: 242, 243; Lesson 5 Using a Dictionary: 244, 245; Lesson 6 Synonyms: 246, 247; Lesson 7 Antonyms: 248, 249; Lesson 8 Denotation and Connotation: 250, 251; Lesson 9 Using a Thesaurus: 252, 253; Lesson 10 Context Clues: Synonyms and Antonyms: 254, 255; Lesson 11 Prefixes: 256, 257; Lesson 12 Suffixes: 258, 259; Lesson 13 Inflectional Endings: 260, 261; Lesson 14 Contractions: 262, 263; Lesson 15

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<p style="text-align: center;">Language Arts Content and Performance Standards Grade 6</p>	<p style="text-align: center;"><i>READ 180 Enterprise Stage A</i></p>
<p>B. Students understand grade-level-appropriate technical and subject-specific vocabulary. (continued)</p>	<p>Context Clues: Definition and Example: 264, 265; Lesson 16 Greek Roots: 266, 267; Lesson 17 Latin Roots: 268, 269; Lesson 18 Word Origins: 270, 271; Lesson 19 Idioms: 272, 273; Lesson 20 Figurative Language: 274, 275; Resource: Vocabulary Words: 276</p>
<p>C. Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</p>	<p>rBook Teacher’s Edition: Best Practices: 8C, 84C-84D Coaching Notes: 11 Readings: 10-11, 12-15, 16-19, 86-87, 88-91, 92-95 Workshop Wrap-Up: 30 Writing and Grammar: 98-101 rBook Reading Handbook: 245</p> <p>Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>Buzz!</i>, p. 43; <i>Screech!</i>, p. 51</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 5-6 Main Idea and Details: 292, 293; Lessons 7-8 Summarize: 294, 295; Lessons 15-16 Make Inferences: 302, 303</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Skill Builder: Summarizing: 83</p>
<p>D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.</p>	<p>rBook Teacher’s Edition: Best Practices: 164C-164D Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 60-71, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 136-149, 150-151, 166-167,</p>

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D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships. (continued)	<p>168-171, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225, 226-227 Workshop Wrap-Up: 186</p> <p>Paperbacks Teaching Resources: <i>Adventures of the Shark Lady: Eugenie Clark Around the World</i>, p. 31; <i>It Came From Ohio! My Life as a Writer</i>, p. 35</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 9-10 Cause and Effect: 296, 297</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 12 Model: The Team’s Loss: 70</p>
II. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.	
A. Students identify connections between dialogue, events, and conflict.	<p>rBook Teacher’s Edition: Best Practices: 56E, 56F Coaching Notes: 64, 65, 67, 140, 148 Readings: 58, 59, 63, 65, 67, 69, 71 rBook Reading Handbook: 247, 248</p> <p>Audiobooks Teaching Resources: <i>Jonah the Whale</i>, p. 11; <i>The Ostrich Chase</i>, p. 13</p> <p>Paperbacks Teaching Resources: <i>No Boys Allowed!</i>, p. 47; <i>Cockroach Cooties</i>, p. 63; <i>With Friends Like These, Who Needs Enemies?</i>, p. 101</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 23-24 Analyze Plot: 310, 311; Literary Elements: Conflict: 336</p>

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<p>B. Students make connections within and among texts and themselves.</p>	<p>rBook Teacher’s Edition: Readings: 60-71, 136-149</p> <p>Paperbacks Teaching Resources: <i>Twin Talk: Advice from a TV Talk Show</i>, p. 20; <i>How Tía Lola Came to [Visit] Stay</i>, p. 34; <i>Riding Freedom</i>, p. 36; <i>Shoebag</i>, p. 38; <i>With Friends Like These, Who Needs Enemies?</i> P. 40</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; ; Lessons 23-24 Analyze Plot: 310, 311</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Model: Rashad and Cheryl: 55</p>
<p>C. Students identify similes and metaphors.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 137, 139, 141, 192 Readings: 36, 137, 139, 141, 192 rBook Reading Handbook: 248</p> <p>Audiobooks Teaching Resources: <i>La Mariposa</i>, p. 12</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Literary Elements: Imagery: Simile and Metaphor: 333</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 8 Skill Builder: Using Metaphors and Similes: 53</p>

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C. Students identify similes and metaphors. (continued)	RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Light As a Feather (game with similes): 60
D. Students compare a variety of literary genres.	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lessons 11-12 Compare and Contrast: 298, 299
III. Students demonstrate understanding of informational texts.	
A. Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.	rBook Teacher’s Edition: Coaching Notes: 114 Text Feature: 18, 42, 94, 118, 174, 199 Audiobooks Teaching Resources: <i>The Truth About Dangerous Sea Creatures</i> , p. 13 RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 37 Read Instructions: 324; Lesson 40 Read Maps: 327; Lesson 41 Read Electronic Text: 328
B. Students analyze technical data in charts or graphs.	RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Comprehension, Lesson 39 Read Graphs: 326
C. Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.	rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225 Paperbacks Teaching Resources: <i>Buzz! A Book About Insects</i> , p. 11; <i>Screech! A Book About Bats</i> , p. 15; <i>Finding the Titanic</i> , p. 22; <i>Adventures of the Shark Lady: Eugenie Clark</i>

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<p style="text-align: center;">Language Arts Content and Performance Standards Grade 6</p>	<p style="text-align: center;"><i>READ 180 Enterprise Stage A</i></p>
<p>C. Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites. (continued)</p>	<p><i>Around the World, p. 31; It Came From Ohio! My Life as a Writer, p. 35; The Story of Harriet Tubman, Conductor of the Underground Railroad, p. 39</i></p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 1 Modeled Fluent Reading: 164-167; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179; Lesson 5 Repeated Timed Reading: 180-183; Resources: 184-192; Comprehension, Lesson 41 Read Electronic Text: 328</p>
<p>D. Students read nonfictions texts such as biographies, interviews, and informational texts.</p>	<p>rBook Teacher’s Edition: Readings: 10-11, 12-15, 16-19, 34-35, 36-39, 40-43, 86-87, 88-91, 92-95, 110-111, 112-115, 116-119, 166-167, 172-175, 190-191, 192-195, 196-199, 214-215, 216-225</p> <p>Paperbacks Teaching Resources: <i>Buzz! A Book About Insects, p. 11; Screech! A Book About Bats, p. 15; Finding the Titanic, p. 22; Adventures of the Shark Lady: Eugenie Clark Around the World, p. 31; It Came From Ohio! My Life as a Writer, p. 35; The Story of Harriet Tubman, Conductor of the Underground Railroad, p. 39</i></p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Fluency, Introduction: 154-155; Scholastic RED Professional Development: 156-163; Lesson 1 Modeled Fluent Reading: 164-167; Lesson 2 Phrase-Cued Reading: 168-171; Lesson 3 Oral Recitation/Retelling: 172-175; Lesson 4 Readers Theater: 176-179; Lesson 5</p>

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CONTENT STANDARD	
2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	
Benchmark	
I. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	
A. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.	rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 23, 24, 47, 48, 75, 76, 99, 100, 123, 124, 155, 156, 179, 180, 203, 204, 231, 232 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 16, 19, 21, 24, 26, 29, 31, 34, 36, 39, 42; Descriptive Writing, 44, 46, 49, 51, 54, 56, 59, 61, 64, 67; Expository Writing, 69, 71, 74, 76, 79, 81, 84, 86, 89, 92; Persuasive Writing, 94, 96, 99, 101, 104, 106, 109, 112; Functional Writing, 114, 116, 119, 121, 124, 126, 129, 131; Poetry, 134, 136; Research, 139, 140
B. Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.	rBook Teacher’s Edition: Writing and Grammar: 22-27, 98-103, 122-125, 154-159 rBook Writing Handbook: 249 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69-73; Lesson 13 Content-Area Paragraph: 74-78; Lesson 14 Book Synopsis: 79-83; Lesson 15 News Article: 84-

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<p>B. Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes. (continued)</p>	<p>88; Lesson 16 Expository Composition: 89-93; Persuasive Writing, Lesson 17 Writing an Opinion: 94-98; Lesson 18 Writing a Review: 99-103; Lesson 19 Writing a Persuasive Speech: 104-108; Lesson 20 Persuasive Composition: 109-113; Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>C. Students use persuasive word choice, engaging voice, and correct sentence structure.</p>	<p>rBook Teacher’s Edition: Writing and Grammar: 50, 78, 79, 122-125, 235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Grammar, Usage, & Mechanics, Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 29 Correcting Run-On Sentences: 210-211</p>
<p>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.</p>	<p>rBook Teacher’s Edition: Coaching Notes: 97, 113 Instructional Routines: T82-T83 Vocabulary/Word Study: 96-97 Workshop Wrap-Up: 107 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 180, 182-183, 206-207, 234-235 rBook Reading Handbook: 244 rBook Writing Handbook: 248, 249, 251, 252, 253</p> <p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Spelling, Introduction: 194; Scholastic RED Professional Development: 195-205; Spelling Practice: 206-227; Resource: Spelling Words:</p>

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<p>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. (continued)</p>	<p>228</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14; Lesson 2 Personal Narrative: 19; Lesson 3 Realistic Narrative: 24, Skill Builder: Using Dialogue: 28; Lesson 4 Fantasy: 29; Lesson 5 Biographical Narrative: 34; Lesson 6 Narrative Composition: 39; Descriptive Writing, Lesson 7 Describing a Person: 44; Lesson 8 Describing a Setting: 49; Lesson 9 Compare-and-Contrasts Paragraph: 54, Skill Builder: Using Transition Words: 58; Lesson 10 Character Sketch: 59; Lesson 11 Descriptive Composition: 64; Expository Writing, Lesson 12 Cause-and-Effect Paragraph: 69, Skill Builder: Combining Sentences: 73; Lesson 13 Content-Area Paragraph: 74; Lesson 14 Book Synopsis: 79; Lesson 15 News Article: 84; Lesson 16 Expository Composition: 89; Persuasive Writing, Lesson 17 Writing an Opinion: 94; Lesson 18 Writing a Review: 99; Lesson 19 Writing a Persuasive Speech: 104; Lesson 20 Persuasive Composition: 109; Functional Writing, Lesson 21 How-To Paragraph: 114; Lesson 22 Business Letter: 119; Lesson 23 Announcement: 124 Skill Builder: Using Commas in Dates and Place Names: 128; Lesson 24 Thank-You Note: 129; Poetry, Lesson 25 Rhyming Poem: 134; Grammar, Usage, & Mechanics, Lesson 1 Types of Sentences: 154-155; Lesson 2 Subjects and Predicates: 156-157; Lesson 3 Dependent and Independent Clauses: 158-159; Lesson 4 Correct Word Order: 160-161; Lesson 5 Common and Proper Nouns: 162-163; Lesson 6 Singular and Plural Nouns: 164-165; Lesson 7 Action Verbs: 166-167; Lesson 8 Present-</p>

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<p>D. Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. (continued)</p>	<p>Tense Verbs: 168-169; Lesson 9 Past-Tense Verbs: 170-171; Lesson 10 Main and Helping Verbs: 172-173; Lesson 11 Future-Tense Verbs: 174-175; Lesson 12 Irregular Verbs: 176-177; Lesson 13 Subject-Verb Agreement: 178-179; Lesson 14 Subject and Object Pronouns: 180-181; Lesson 15 Possessive Nouns: 182-183; Lesson 16 Possessive Pronouns: 184-185; Lesson 17 Adjectives: 186-187; Lesson 18 Adjectives That Compare: 188-189; Lesson 19 Articles: 190-191; Lesson 20 Adverbs: 192-193; Lesson 21 Adverbs That Compare: 194-195; Lesson 22 Contractions: 196-197; Lesson 23 Avoiding Double Negatives: 198-199; Lesson 24 Commas With Introductory Words: 200-201; Lesson 25 Correcting Sentence Fragments: 202-203; Lesson 26 Commas With Quotation Marks: 204-205; Lesson 27 Commas in a Series: 206-207; Lesson 28 Combining Sentences: 208-209; Lesson 29 Correcting Run-On Sentences: 210-211; Lesson 30 Combining Sentences With Phrases: 212-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230</p> <p>RDI 3 Resources for Differentiated Instruction, Strategies for English-Language Learners: Language Development Activities: Feeling Fine (adjectives that describe feelings): 24; Guess Who? (practice adjectives used to describe people): 38; Guess What? (game with descriptive adjectives): 39; Bragging Rights (practice using comparatives): 43; Scheduling Time (practice calendar words): 44; Party Time (share cultural traditions and practice verb tenses): 50; On Vacation (practice verb tenses): 51; A Picture Is Worth a Thousand Words (practice</p>

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E. Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.	<p>RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies: Vocabulary and Word Study, Lesson 9 Using a Thesaurus: 252, 253</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 27 Finding and Recording Information: 141-143</p>
F. Students use strategies to draft and revise written work such as producing multiple drafts.	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 25, 49, 77, 101, 125, 157, 181, 205, 233</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129; Poetry, 134; Research, 144, 145, 146</p>
G. Students use strategies to edit and publish written work.	<p>rBook Teacher’s Edition: Instructional Routines: T82-T83 Writing and Grammar: 26-27, 50-51, 78-79, 102-103, 126-127, 158-159, 182-183, 206-207, 234-235</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, 14, 19, 24, 29, 34, 39; Descriptive Writing, 44, 49, 54, 59, 64; Expository Writing, 69, 74, 79, 84, 89; Persuasive Writing, 94, 99, 104, 109; Functional Writing, 114, 119, 124, 129;</p>

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G. Students use strategies to edit and publish written work. (continued)	Poetry, 134; Grammar, Usage, & Mechanics, 154-213; Proofreading Practice: 214-221; Writer’s Checklist: 223; Using Rubrics to Assess Student Writing: 224-229; Using the 6+1 Traits Writing Framework: 230
II. Students write a variety of expressive and expository pieces.	
A. Students write and share literary analysis, using grade-level-appropriate strategies such as:	
<ol style="list-style-type: none"> 1. Developing an interpretation, exhibiting careful reading, understanding, and insight; 2. Organizing the interpretation around several clear ideas, premises, or images; and 3. Developing and justifying the interpretation through use of examples and textual evidence. 	rBook Teacher’s Edition: Writing and Grammar: 74-77, 154-157 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Expository Writing, Lesson 14 Book Synopsis: 79-83
B. Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:	
<ol style="list-style-type: none"> 1. Establishing appropriate point of view; 2. Including sensory detail and concrete language; and 3. Using a range of narrative devices including dialogue and suspense. 	rBook Teacher’s Edition: Writing and Grammar: 46-51, 178-183, 230-235 rBook Writing Handbook: 250 RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Narrative Writing, Lesson 1 Fictional Narrative: 14-18; Lesson 2 Personal Narrative: 19-23; Lesson 3 Realistic Narrative: 24-28; Lesson 4 Fantasy: 29-33; Lesson 5 Biographical Narrative: 34-38; Lesson 6 Narrative Composition: 39-43; Poetry, Lesson 25 Rhyming Poem: 134-138

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<p>C. Students write directions, explain problem and solution or procedures.</p>	<p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Functional Writing, Lesson 21 How-To Paragraph: 114-118</p>
<p>D. Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.</p>	<p>rBook Teacher’s Edition: Functional Literacy: 161, 237</p> <p>RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies: Research, Lesson 26 Choosing and Narrowing a Topic: 139-140; Lesson 27 Finding and Recording Information: 141-143; Lesson 28 Organizing Information and Notes: 144-146; Lesson 29 Features of a Research Report: 147-150</p>