

**Scholastic
 READ 180 – Stage A
 correlated to the
 Texas Essential Knowledge and Skills for Language Arts
 Grade 4**

Texas Essential Knowledge and Skills	READ 180 – Stage A
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) eliminate barriers to effective listening (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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(C) understand the major ideas and supporting evidence in spoken messages (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(2) Listening/speaking/critical listening.	The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4–5);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) distinguish between the speaker's opinion and verifiable fact (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) describe how the language of literature affects the listener (4–5); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) assess how language choice and delivery affect the tone of the message (4–5).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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(4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4–8);	<p>Teacher Materials Reading Strategies Book: The passages in the <i>READ 180 Reading Strategies Book</i> are discussed with guidance from the teacher.</p> <p>Teacher’s Guide: The <i>Teacher’s Guide</i> contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>
(B) compare oral traditions across regions and cultures (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) identify how language use such as labels and sayings reflects regions and cultures (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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(5) Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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(D) use effective rate, volume, pitch, and tone for the audience and setting (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u> Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>
(E) give precise directions and instructions such as in games and tasks (4–5); and	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 87, 107, 113</p> <p>Teacher’s Resource Book: 189, 191</p>
(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	

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<p>(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4–8);</p>	<p><u>Student Materials</u> Software: 1.1, L2; 1.2, L2; 1.3, L1, L2; 1.4, L2; 2.1, L2, L3; 2.3, L2, L3; 2.4, L2; 3.1, L1–L3; 3.2, L2; 3.3, L1, L3; 3.4, L2, L3; 4.1, L1–3; 4.2, L1, L2; 4.3; 4.4, L1, L2; 5.1, L1–3; 5.2, L1, L2; 5.4, L3; 6.1, L1, L2; 6.2, L2; 6.3, L1, L2; 6.4, L2, L3; 7.1, L1, L2; 7.2, L1, L3; 7.3, L2, L3; 7.4, L1, L2; 8.1, L2; 8.2, L1–3; 8.3, L2, L3; 8.4, L1; 9.1, L2; 9.2, L2; 9.3, L1–3; 9.4, L2</p> <p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic!</i>: 4, 6, 32, 36, 41, 48, 84, and 103 <i>Beautiful Warrior</i>: 7 and 30 <i>Favorite Greek Myths</i>: 46, 51, 68, and 70 <i>For Your Eyes Only!</i>: 11, 25, and 95 <i>I Thought My Soul Would Rise and Fly</i>: 8, 14, and 40 <i>Jonah the Whale</i>: 15 <i>The Journal of Joshua Loper</i>: 10, 15, and 60 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 14, 21, 32, 36, and 90 <i>The Magnificent Mummy Maker</i>: 4, 7, 17, 38 and 39 <i>The Music of Dolphins</i>: 5 and end of Ch. 38 <i>The Ostrich Chase</i>: 6, 14, 15, 25, and 80 <i>Pacific Crossing</i>: end of Ch. 5, 82, and 86</p> <p><u>Teacher Materials</u> Reading Strategies Book: 28, 37, 43, 70, 73, 76, 88, 104, 124</p>
<p>(B) use structural analysis to identify root words with prefixes such as <i>dis-</i>, <i>non-</i>, <i>in-</i>; and suffixes such as <i>-ness</i>, <i>-tion</i>, <i>-able</i> (4–6); and</p>	<p><u>Student Materials</u> Software: 1.1, L3; 1.3, L3; 2.1, L3; 2.2, L3; 2.4, L3; 3.1, L3; 3.2, L3; 3.3, L2; 4.2, L3; 4.3, L3; 5.1, L3; 5.2, L2; 5.4, L2–3; 6.1, L3; 6.2, L2, L3; 6.3, L3; 7.1, L2, L3; 7.3, L3; 7.4, L3; 8.1, L3; 8.3, L3; 8.4, L3; 9.1, L3; 9.3, L3; 9.4, L2, L3</p> <p><u>Teacher Materials</u> Reading Strategies Book: 10, 13, 22, 37, 40, 100</p>

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(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4–8).	<p><u>Student Materials</u></p> <p>Audiobooks: <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);	<p><u>Student Materials</u></p> <p>Software: Students read passages on the <i>READ 180</i> Software independently when they make a recording of the passage in the Reading and Success Zones, and in other Success Zone activities.</p> <p>Paperbacks: All the paperback titles offer students the opportunity to read independently.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: Students are given the opportunity to read the passages from the <i>Reading Strategies Book</i> independently.</p>

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<p>(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);</p>	<p>This objective is addressed throughout the text. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 23, 26, 29, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 85–86, 89–90, 93–94, 97–98, 101–102, 105–106 109–110, 113–114, 117–118, 121–122</p>
<p>(C) demonstrate characteristics of fluent and effective reading (4–6);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 23, 26, 29, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78</p>

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(D) adjust reading rate based on purposes for reading (4–8);	<p><u>Student Materials</u></p> <p>Software: The <i>READ 180</i> Software allows the student to select the speed at which each passage is read.</p> <p>Audiobooks: The students read the Audiobooks independently, allowing them to adjust their reading rate.</p>
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4–8); and	<p><u>Student Materials</u></p> <p>Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p><u>Teacher Materials</u></p> <p>Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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(F) read silently with increasing ease for longer periods (4–8).	<p>This objective is addressed throughout the text. See, for example:</p> <p><u>Student Materials</u></p> <p>Software: Students read along silently as the <i>READ 180</i> Software passages are read and read Reading Zone and Success Zone passages silently</p> <p>Audiobooks: The Audiobooks give students the opportunity to read silently.</p> <p>Paperbacks: The paperbacks give students the opportunity to read silently as the Narrator reads the book aloud.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: The passages in the <i>Reading Strategies Book</i> offer the students ample opportunities for silent reading.</p> <p>Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p>

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<p>(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p>	
<p>(A) read classic and contemporary works (2–8);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p>
<p>(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4–5); and</p>	<p><u>Student Materials</u> Audiobooks: The students select the audiobooks of their choice.</p> <p>Paperbacks: Although the teacher directs students to the appropriate level, the students select the Paperbacks of their choice.</p>
<p>(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4–8).</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>

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<p>(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p>	
<p>(A) develop vocabulary by listening to selections read aloud (4–8);</p>	<p>This objective is addressed throughout the text. See, for example:</p> <p><u>Student Materials</u></p> <p>Software: After hearing the passage read aloud, students read along with the Narrator and then make an audio recording of the passage. Students make additional recordings in the Success Zone.</p> <p>Because of the varied content in the passages in the <i>READ 180</i> Software, students are introduced to a broad range of vocabulary.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u></p> <p>Teacher’s Resource Book: Reproducible copies of the Topic CD passages are provided for silent and oral reading practice.</p> <p>Reading Strategies Book: 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 71, 74, 77, 78, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<p>(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4–5);</p>	<p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 16, 46, 52, 76, 80, 84, 88, 112, 116</p>

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(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4–8);	<p><u>Student Materials</u></p> <p>Audiobooks: <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> (4–8); and	<p><u>Student Materials</u></p> <p>Software: 1.1, L3; 1.3, L3; 2.1, L3; 2.2, L3; 2.4, L3; 3.1, L3; 3.2, L3; 3.3, L2; 4.2, L3; 4.3, L3; 5.1, L3; 5.2, L2; 5.4, L2–3; 6.1, L3; 6.2, L2, L3; 6.3, L3; 7.1, L2, L3; 7.3, L3; 7.4, L3; 8.1, L3; 8.3, L3; 8.4, L3; 9.1, L3; 9.3, L3; 9.4, L2, L3</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 10, 13, 22, 25, 37, 40, 46, 61, 100</p>

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<p>(E) study word meanings systematically such as across curricular content areas and through current events (4–8).</p>	<p><u>Student Materials</u></p> <p>Software: Each segment of the <i>READ 180</i> Software provides students with a variety of opportunities, including the Word Spelling, and Success Zones to learn the vocabulary needed to comprehend the passages. Students are encouraged to explore Passage Vocabulary words, which are carefully chosen content and high utility words.</p> <p>Audiobooks: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124</p> <p>Teacher’s Guide: 48, 58, 68, 78, 88, 98, 108, 118, 128</p>

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<p>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	
<p>(A) use his/her own knowledge and experience to comprehend (4–8);</p>	<p><u>Student Materials</u> Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Teacher’s Guide: The <i>READ 180 Teacher’s Guide</i> provides background information about the readings for each of the components.</p>
<p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4–8);</p>	<p><u>Student Materials</u> Software: The video segments shown before each <i>READ 180</i> Topic CD passage set the purpose for reading.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p>

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<p>(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4–8);</p>	<p><u>Student Materials</u> Software: The students are encouraged to reread their passages at numerous points throughout the Reading and Success Zones.</p> <p>Audiobooks: <i>Back to the Titanic!:</i> 32 <i>Beautiful Warrior</i> <i>Favorite Greek Myths:</i> 46 <i>For Your Eyes Only!:</i> 11 <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper:</i> 52 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 21 <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins:</i> end of Ch. 26 <i>The Ostrich Chase:</i> 88 <i>Pacific Crossing</i></p>
<p>(D) describe mental images that text descriptions evoke (4–8);</p>	<p>This objective falls outside the scope of Scholastic READ 180, Stage A.</p>

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<p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1; 1.2, L 2; 1.3, L2; 1.4, L 2; 2.3, L1; 2.4, L2; 3.1, L3; 3.2, L2–3; 3.3, L2–3; 3.4, L2–3; 4.1, L3; 4.2, L2–3; 4.3, L3; 4.4, L2–3; 5.1, L1; 5.3, L2–3; 6.1, L2; 6.3, L1–2; 6.4, L2–3; 7.1, L1; 7.2, L1–3; 7.3, L1–3; 8.1, L1; 8.3, L1, L3; 8.4, L3; 9.1, L1; 9.3, L2–3; 9.4, L2–3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Ch. 3, and 93 <i>Beautiful Warrior</i>: 11 and 30 <i>Favorite Greek Myths</i>: 45, 66, and 68 <i>For Your Eyes Only!</i>: 6, 62, and 127 <i>I Thought My Soul Would Rise and Fly</i>: 9, 40, 113, 132, 136, and 168 <i>Jonah the Whale</i>: 7, 9, 17, 30, end of Chs. 5 and 7, and 106 <i>The Journal of Joshua Loper</i>: 67, 83, 96, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 and 52 <i>The Magnificent Mummy Maker</i>: 57 <i>The Music of Dolphins</i>: end of Chs. 6, 9, 15, 19 and 25, 92, and end of Chs. 28, 36, 38, and 41 <i>The Ostrich Chase</i>: 42, 93, 104, and 118 <i>Pacific Crossing</i>: 6, 41, 59, end of Chs. 9 and 13, and 109</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 24, 60, 103</p> <p>Teacher’s Guide: Software: 57, 67, 93, 103, 127 Audiobooks: 151 Paperbacks: 179, 203, 213</p> <p>Teacher’s Resource Book: 120</p>

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<p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1–3; 1.2, L1–3; 1.3, L1–3; 1.4, L1, L3; 2.1, L1–3; 2.2, L1–3; 2.3, L1–3; 2.4, L1–4; 3.1, L1, L3; 3.2, L1, L3; 3.3, L1–2; 3.4, L3; 4.1, L1–2; 4.2, L1–3; 4.3, L2–3; 4.4, L2–3; 5.1, L1–2; 5.2, L1–3; 5.3, L1–3; 5.4, L1–3; 6.1, L1–3; 6.2, L1–3; 6.3, L1–3; 6.4, L1–L3; 7.1, L1–2; 7.2, L1–3; 7.3, L1–2; 7.4, L1–2; 8.1, L1–2; 8.2, L1–3; 8.3, L1–2; 8.4, L1–2; 9.1, L1–3; 9.2, L1–3; 9.3, L1–3; 9.4, L1–3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Chs. 4, 6, 7, and 11 <i>Beautiful Warrior</i>: 20, 25, and end of Folios 12 and 16 <i>Favorite Greek Myths</i>: 45 <i>For Your Eyes Only!</i>: 116 <i>I Thought My Soul Would Rise and Fly</i>: 7, 78, 109, and 147 <i>Jonah the Whale</i>: 7, end of Chs. 2 and 8, 101, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 10 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 7, 52, 70, and 92 <i>The Magnificent Mummy Maker</i>: 10 <i>The Music of Dolphins</i>: end of Chs. 22 and 35 <i>The Ostrich Chase</i>: 42 <i>Pacific Crossing</i>: 23, end of Ch. 4, 47, 59, end of Ch. 11, 94, and end of Chs. 15 and 16</p> <p><u>Teacher Materials:</u></p> <p>Reading Strategies Book: 6, 42, 79</p> <p>Teacher’s Guide: Software: 55, 77, 87 Paperbacks: 177, 187, 225</p> <p>Teacher’s Resource Book: 114</p>

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<p>(G) paraphrase and summarize text to recall, inform, and organize ideas (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1, L3; 1.2, L1–3; 1.3, L1–2; 1.4, L2; 2.1, L3; 2.2, L2–3; 2.4, L1; 3.1, L1–3; 3.2, L1–3; 3.3, L3; 3.4, L2; 4.1, L2–3; 4.2, L2; 4.3, L1–2; 4.4, L1, L3; 5.1, L2; 5.2, L1, L3; 5.3, L2; 6.1, L2; 6.3, L3; 6.4, L1–3; 7.1, L2–3; 7.2, L2–3; 7.3, L1, L3; 7.4, L1–3; 8.1, L2–3; 8.4, L2–3; 9.2, L1–3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Chs. 2, 4, 6, 7, and 9 <i>Beautiful Warrior</i>: 11 and end of Folio 15 <i>Favorite Greek Myths</i>: 45 <i>For Your Eyes Only!</i>: 6 <i>I Thought My Soul Would Rise and Fly</i>: 9, 43, 144, and 164 <i>Jonah the Whale</i>: 7, 39, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 67 and 108 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 11 and 90 <i>The Magnificent Mummy Maker</i>: 38, 81, and 130 <i>The Music of Dolphins</i>: 3, 5, and end of Ch. 24 <i>The Ostrich Chase</i>: 88, 97, and 113 <i>Pacific Crossing</i>: end of Chs. 2 and 9, 109, and end of Ch. 16</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 9, 45, 83</p> <p>Teacher’s Guide: Software: 63, 75, 83, 97, 101, 117 Audiobooks: 163 Paperbacks: 227, 229</p> <p>Teacher’s Resource Book: 115</p>

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<p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4–8);</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L1–2; 1.2, L2, 1.3, L2; 1.4, L2; 2.1, L1–3; 2.2, L1–3; 2.3, L1–3; 2.4, L3; 3.1, L1, L3; 3.2, L2; 3.3, L1, L3; 3.4, L1–3; 4.1, L1, L3; 4.2, L1–3; 4.3, L1–3; 4.4, L1–2; 5.1, L1, L3; 5.3, L1–3; 5.4, L1–3; 6.1, L1–3; 6.2, L1–3; 6.3, L1–3; 6.4, L1–2; 7.1, L1–3; 7.3, L2–3; 7.4, L1, L3; 8.1, L1, L3; 8.2, L1–3; 8.3, L3; 8.4, L1–3; 9.1, L1–3; 9.2, L1–2; 9.3, L1, L3; 9.4, L1–3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: 4, 117, and end of Ch. 11 <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 70 <i>For Your Eyes Only!</i>: 62, 73, and 104 <i>I Thought My Soul Would Rise and Fly</i>: 26, 39, 52, 55, and 101 <i>Jonah the Whale</i>: 19, 39, and 64 <i>The Journal of Joshua Loper</i>: 6 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 32, and 50 <i>The Magnificent Mummy Maker</i>: 114 <i>The Music of Dolphins</i>: 3, 12, 69, 89, end of Ch. 26 102, 120, end of Ch. 38, 163, and end of Ch. 57 <i>The Ostrich Chase</i>: 55, 63, and 80 <i>Pacific Crossing</i>: end of Chs. 1, 3, 14, and 16</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 21, 57, 99</p> <p>Teacher’s Guide: Software: 53 Audiobooks: 145 Paperbacks: 211</p> <p>Teacher’s Resource Book: 119</p>

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Texas Essential Knowledge and Skills	<i>READ 180</i> – Stage A
(I) find similarities and differences across texts such as in treatment, scope, or organization (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(J) distinguish fact and opinion in various texts (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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Texas Essential Knowledge and Skills	READ 180 – Stage A
<p>(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4–8); and</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1–3; 2.2, L1–3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1–3; 5.2, L1–3; 5.3, L1, L3; 5.4, L1–3; 6.1, L1; 6.4, L1–3; 7.1, L3; 7.2, L1; 8.1, L2–3; 9.3, L1–3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!</i> <i>I Though My Soul Would Rise and Fly</i> <i>Jonah the Whale</i> <i>The Journal of Joshua Loper</i> <i>The Last-Place Sports Poems of Jeremy Bloom</i> <i>The Magnificent Mummy Maker</i> <i>The Music of Dolphins</i> <i>The Ostrich Chase</i> <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 18, 21, 54, 57, 95, 99</p> <p>Teacher’s Guide: Software: 51, 53, 125, 133 Audiobooks: 145, 157 Paperbacks: 183, 185, 199, 211, 215</p> <p>Teacher’s Resource Book: 118, 119</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher’s Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 159, 163, 165, 173, 179, 185, 191, 199, 201, 207, 219, 221, 227</p> <p>Teacher’s Resource Book: 137, 139, 140, 142, 147, 148, 155, 158, 162, 163, 165, 167, 170, 171, 174, 175, 176, 177, 180, 182, 183, 184, 185, 187, 190, 192, 193, 194, 196, 197, 198, 199, 200, 202</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
<p>(C) support responses by referring to relevant aspects of text and his/her own experiences (4–8); and</p>	<p><u>Student Materials</u> Audiobooks: <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
<p>(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).</p>	<p>Software: 1.1, L2; 1.3, L3; 2.4, L1–3; 3.4, L1–2; 4.1, L1–2; 4.2, L3; 5.2, L2; 6.2, L1–3; 7.2, L3; 7.4, L2–3; 8.2, L1–3; 8.3, L2; 9.1, L2–3; 9.4, L3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Chs. 5, 6, 7, and 11 <i>Beautiful Warrior</i>: 25 and end of Folio 15 <i>Favorite Greek Myths</i>: 45, 50, 66, and 68 <i>For Your Eyes Only!</i>: 22, 25, 40, and 113 <i>I Thought My Soul Would Rise and Fly</i>: 33, 61, and 157 <i>Jonah the Whale</i>: end of Ch. 7, and 98 <i>The Journal of Joshua Loper</i>: 92 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 32, 70, and 90 <i>The Magnificent Mummy Maker</i>: 93 and 120 <i>The Music of Dolphins</i>: 5, and end of Chs. 5, 7, 24, 25, 28, 32, and 48 <i>The Ostrich Chase</i>: 100 <i>Pacific Crossing</i>: end of Chs. 3, 5, 6, and 7, and 66</p> <p>Teacher Materials</p> <p>Reading Strategies Book: 27, 63, 107</p> <p>Teacher’s Guide: Software: 123, 137 Audiobooks: 153 Paperbacks: 221, 223, 231</p> <p>Teacher’s Resource Book: 121</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	
(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4–5);	<p><u>Student Materials</u></p> <p>Audiobooks: <i>For Your Eyes Only!</i>: 42, 82, 83, 108, and 131 <i>I Thought My Soul Would Rise and Fly</i>: 7, 11, 40, 84 <i>Jonah the Whale</i>: 7, 17, 19, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i>: 4, 18, 22, 54, 67, 92, 108, 122, and 124 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 7, 22 and 50 <i>The Magnificent Mummy Maker</i>: 3, 21 and 36 <i>The Music of Dolphins</i>: end of Chs. 1, 3 7, 12, and 17 <i>The Ostrich Chase</i>: 12, 16 23, 33, 42, 69, and 80 <i>Pacific Crossing</i>: end of Chs. 1, 9, 14 and 41</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i> <i>David Copperfield</i></p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 33, 36, 39, 69, 72, 75, 115, 119, 123</p> <p>Teacher's Guide: Audiobooks: 147, 155, 165 Paperbacks: 191, 193, 195, 207, 209, 217, 219</p> <p>Teacher's Resource Book: 123, 124, 125</p>

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Texas Essential Knowledge and Skills	READ 180 – Stage A
<p>(B) recognize that authors organize information in specific ways (4–5);</p>	<p><u>Student Materials</u></p> <p>Software: 1.2, L3; 1.4, L1–3; 2.3, L1–3; 2.4, L2–3; 3.3, L2–3; 3.4, L2–3; 4.3, L1; 4.4, L2; 5.1, L2–3; 5.2, L1–2; 5.3, L1, L3; 5.4, L1–3; 6.1, L1, L3; 6.2, L1–3; 6.3, L1–2; 6.4, L1; 7.2, L2; 7.3, L3; 8.1, L3; 8.2, L1, L3; 8.4, L1–2; 9.1, L1; 9.2, L1–3; 9.3, L2; 9.4, L1–3</p> <p>Audiobooks: <i>Back to the Titanic!</i>: 32 and end of Ch. 6 <i>Favorite Greek Myths</i>: 70 <i>I Thought My Soul Would Rise and Fly</i>: 66, 157, and 168 <i>Jonah the Whale</i>: 17, 62, and 101 <i>Journal of Joshua Loper</i>: 73 and 81 <i>The Magnificent Mummy Maker</i>: 11, 81, and 130 <i>The Ostrich Chase</i>: 20, 100, and 113 <i>Pacific Crossing</i>: end of Chs. 2, 9, 12, and 16</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 12, 48, 87</p> <p>Teacher’s Guide: Software: 65, 91, 115 Audiobooks: 159 Paperbacks: 175</p> <p>Teacher’s Resource Book: 116</p>

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<p>(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);</p>	<p>This objective is addressed throughout the text. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 23, 26, 29, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 85–86, 89–90, 93–94, 97–98, 101–102, 105–106, 109–110, 113–114, 117–118, 121–122</p>
<p>(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4–8);</p>	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 23, 26, 29, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 85–86, 89–90, 93–94, 97–98, 101–102, 105–106, 109–110, 113–114, 121–122</p>

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(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3–5);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Paperbacks: <i>The Last Dance</i> <i>Dear Lovey Hart, I Am Desperate!</i> <i>Confessions of a Gym-Class Dropout</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 32</p>
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3–7);	<p>This objective is addressed throughout the program. See, for example:</p> <p><u>Student Materials</u> Audiobooks: All of the audiobooks associated with Scholastic <i>READ 180</i> address this objective.</p> <p>Paperbacks: All of the paperbacks associated with Scholastic <i>READ 180</i> address this objective.</p> <p><u>Teacher Materials</u> Reading Strategies Book: 5, 8, 11, 14, 17, 23, 26, 29, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77–78, 81–82, 85–86, 89–90, 93–94, 97–98, 101–102, 105–106, 109–110, 113–114, 117–118, 121–122</p>

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<p>(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8);</p>	<p>Audiobooks: <i>For Your Eyes Only!</i>: 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly</i>: 7 <i>Jonah the Whale</i>: 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i>: 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 50 <i>The Magnificent Mummy Maker</i>: 21 and 36 <i>The Music of Dolphins</i>: end of Chs. 1 and 17 <i>The Ostrich Chase</i>: 12 and 42 <i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p><u>Teacher Materials</u> Reading Strategies Book: 33, 69, 115</p> <p>Teacher’s Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher’s Resource Book: 123</p>

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<p>(I) recognize and analyze story plot, setting, and problem resolution (4–8); and</p>	<p><u>Student Materials</u></p> <p>Software: 1.1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1–2; 2.2, L1; 2.3, L1–3; 3.1, L3; 3.2, L2–3; 3.4, L1; 4.1, L1, L3; 4.2, L1; 4.4, L3; 5.2, L1–3; 6.1, L3; 6.2, L1, L3; 6.3, L1–3; 6.4, L3; 7.1, L1; 7.4, L1–3; 8.1, L1–2; 8.3, L1–3; 8.4, L3; 9.1, L2–3; 9.2, L2–3; 9.3, L1; 9.4, L2</p> <p>Audiobooks: <i>Back to the Titanic!</i> <i>Beautiful Warrior</i> <i>Favorite Greek Myths</i> <i>For Your Eyes Only!:</i> 50, 87, 108, 116 <i>I Thought My Soul Would Rise and Fly:</i> 7, 11, 40, 55, 84, 101, 113, and 168 <i>Jonah the Whale:</i> 5, 7, 19 and 83 <i>The Journal of Joshua Loper:</i> 4, 18, 41, 73, 104 and 124 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 2, 7, and 92 <i>The Magnificent Mummy Maker:</i> 3, 11, 120 <i>The Music of Dolphins:</i> 3, 7, 12, 92, and end of Chs. 26 and 38 <i>The Ostrich Chase:</i> 12 23, 33, 69, 80, and 113 <i>Pacific Crossing:</i> end of Ch. 1, 9, 12</p> <p>Paperbacks: <i>Animal E.R.</i> <i>Navajo Long Walk</i> <i>David Copperfield</i></p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 30, 36, 39, 66, 72, 75, 111, 119, 123</p> <p>Teacher’s Guide: Software: 73, 81, 105, 111, 131 Audiobooks: 161, 165 Paperbacks: 181, 189, 193, 195, 197, 205, 207, 219</p> <p>Teacher’s Resource Book: 122, 124, 125</p>

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<p>(J) describe how the author's perspective or point of view affects the text (4–8).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Audiobooks: <i>For Your Eyes Only!</i>: 42, 82, 83, and 131 <i>I Thought My Soul Would Rise and Fly</i>: 7 <i>Jonah the Whale</i>: 17, 26, 35, end of Ch. 5, and 65 <i>The Journal of Joshua Loper</i>: 22, 54, 67, 92, 108, and 122 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 50 <i>The Magnificent Mummy Maker</i>: 21 and 36 <i>The Music of Dolphins</i>: end of Chs. 1 and 17 <i>The Ostrich Chase</i>: 12 and 42 <i>Pacific Crossing</i>: end of Chs. 14 and 41</p> <p>Paperbacks: <i>It Came From Ohio! My Life as a Writer</i> <i>Michelle Kwan: Heart of a Champion</i></p> <p><u>Teacher Materials</u> Reading Strategies Book: 33, 69, 115</p> <p>Teacher’s Guide: Audiobooks: 147, 155 Paperbacks: 191, 209, 217</p> <p>Teacher’s Resource Book: 123</p>
<p>(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</p>	
<p>(A) form and revise questions for investigations, including questions arising from interests and units of study (4–5);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>

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(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4–5);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>
(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4–5);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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<p>(G) draw conclusions from information gathered from multiple sources (4–8); and</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L2, L3; 1.2, L1, L3; 1.3, L1, L3; 1.4, L1, L3; 2.1, L1–3; 2.2, L1–3; 2.4, L1; 3.1, L2; 3.2, L1, L3; 3.3, L2; 3.4, L1; 4.1, L2; 4.3, L2; 4.4, L1; 5.1, L1–3; 5.2, L1–3; 5.3, L1, L3; 5.4, L1–3; 6.1, L1; 6.4, L1–3; 7.1, L3; 7.2, L1; 8.1, L2–3; 9.3, L1–3; 9.4, L1</p> <p>Audiobooks: <i>Back to the Titanic!</i>: end of Ch. 5 <i>Beautiful Warrior</i>: 25 <i>Favorite Greek Myths</i>: 46, 51, and 68 <i>For Your Eyes Only!</i>: 13, 42, 87, 91, 113, and 116 <i>I Thought My Soul Would Rise and Fly</i>: 55, 66, 90, and 149 <i>Jonah the Whale</i>: 11, end of Chs. 2 and 4, 64, and end of Ch. 10 <i>The Journal of Joshua Loper</i>: 33, 86, and 88 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 22 and 76 <i>The Magnificent Mummy Maker</i>: 47 <i>The Music of Dolphins</i>: 3, 5, 12, and end of Chs. 15 and 19 <i>The Ostrich Chase</i>: 42, 55, and 80 <i>Pacific Crossing</i>: end of Chs. 6 and 8, 66, 86, and end of Ch. 16</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 18, 54, 95</p> <p>Teacher’s Guide: Software: 51, 125, 133 Audiobooks: 157 Paperbacks: 183, 185, 199, 215</p> <p>Teacher’s Resource Book: 118</p>

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(H) use compiled information and knowledge to raise additional, unanswered questions (3–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4–8);	<p><u>Student Materials</u></p> <p>Software: Before reading each of the passages on the <i>READ 180</i> Software, students view a short video to activate prior knowledge.</p> <p>Audiobooks: In the <i>READ 180</i> Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book: 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123</p> <p>Teacher's Guide: The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p>
(B) determine distinctive and common characteristics of cultures through wide reading (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: 65, 77, 101, 103, 105, 107, 111, 115, 117, 125, 127, 129, 145, 163, 165, 173, 185, 199, 201, 207</p> <p>Teacher's Resource Book: 137, 139, 147, 148, 158, 163, 167, 170, 174, 176, 177, 180, 182, 184, 185, 194, 196, 198, 202</p>

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<p>(C) articulate and discuss themes and connections that cross cultures (4–8).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Audiobooks (Reading Coach Modeling) <i>Back to the Titanic!</i>: 31, 36, and 55 <i>Beautiful Warrior</i>: end of Folio 15 <i>Favorite Greek Myths</i>: 50 <i>For Your Eyes Only!</i>: 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly</i>: 16, 61, and 119 <i>Jonah the Whale</i>: 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper</i>: 38 <i>The Last-Place Sports Poems of Jeremy Bloom</i>: 43 <i>The Magnificent Mummy Maker</i>: 31 <i>The Music of Dolphins</i>: end of Ch. 17 <i>The Ostrich Chase</i>: 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u> Teacher’s Guide: The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Teacher’s Resource Book: The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>
<p>(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:</p>	
<p>(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4–8);</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>

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(B) write to influence such as to persuade, argue, and request (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 165, 215</p>
(C) write to inform such as to explain, describe, report, and narrate (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 67, 85, 91, 93, 115, 123, 137, 145, 149, 163, 165, 175, 177, 199, 201, 205, 207, 215, 217, 229</p> <p>Teacher’s Resource Book: 126, 127, 133, 139, 145, 149, 152, 160, 184, 186, 187, 191, 194</p>
(D) write to entertain such as to compose humorous poems or short stories (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 51, 81, 159</p> <p>Teacher’s Resource Book: 128, 148, 165, 169</p>
(E) exhibit an identifiable voice in personal narratives and in stories (4–5); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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<p>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4–5).</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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<p>(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to:</p>	
<p>(A) write legibly by selecting cursive or manuscript as appropriate (4–8); and</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
<p>(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5).</p>	<p><u>Student Materials</u> Software: 4.4, L1</p> <p><u>Teacher Materials</u> Reading Strategies Book: 19, 31, 67, 96</p>

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(17) Writing/spelling. The student spells proficiently. The student is expected to:	
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns (3–6);	<p>Student Materials Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(B) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i> (4–6);	<p>Student Materials Software: 1.1, 1.3, L2; 4.2, 6.1, 6.2, 7.1, 7.3, 7.4, 8.1, L3; 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4, 8.1, 8.3, 8.4, 9.1, 9.3, 9.4</p> <p>Teacher Materials Reading Strategies Book: 10, 13, 22, 25, 37, 40, 46, 61, 100</p>
(C) use resources to find correct spellings (4–8); and	<p>Student Materials Audiobooks: <i>Beautiful Warrior</i>: 1 <i>Favorite Greek Myths</i>: 45 <i>I Thought My Soul Would Rise and Fly</i>: 172 <i>The Journal of Joshua Loper</i>: 131 <i>The Ostrich Chase</i>: 6, 12, and 23 <i>Pacific Crossing</i>: 1, 9, and 11</p>
(D) spell accurately in final drafts (4–8).	<p>Student Materials Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	

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<p>(A) use regular and irregular plurals correctly (4–6);</p>	<p><u>Student Materials</u> Software: 8.2, L2; 9.1, L1</p> <p><u>Teacher Materials</u> Reading Strategies Book: 13, 25, 28, 92</p>
<p>(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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<p>(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Teacher Materials Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
<p>(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>
<p>(E) use prepositional phrases to elaborate written ideas (4–8);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>
<p>(F) use conjunctions to connect ideas meaningfully (4–5);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>
<p>(G) write with increasing accuracy when using apostrophes in contractions such as <i>it’s</i> and possessives such as <i>Jan’s</i> (4–8); and</p>	<p>Student Materials Software: 8.3, L2</p> <p>Teacher Materials Reading Strategies Book: 10, 34, 52, 55, 100</p>

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(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4–5).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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<p>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
<p>(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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(D) revise drafts for coherence, progression, and logical support of ideas (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8);	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
(G) refine selected pieces frequently to "publish" for general and specific audiences (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>

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(H) proofread his/her own writing and that of others (4–8); and	<p><u>Student Materials</u> Software: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 6.4; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4</p>
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4–8).	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 165, 199, 215, 217</p> <p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p>
(20) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	
(A) apply criteria to evaluate writing (4–8);	<p>The opportunity to introduce this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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<p>(B) respond in constructive ways to others' writings (4–8);</p>	<p><u>Student Materials</u></p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 31, 36, and 55 <i>Beautiful Warrior:</i> end of Folio 15 <i>Favorite Greek Myths:</i> 50 <i>For Your Eyes Only!:</i> 22, 40, and 120 <i>I Thought My Soul Would Rise and Fly:</i> 16, 61, and 119 <i>Jonah the Whale:</i> 9, and end of Chs. 2, 4, 7, and 9 <i>The Journal of Joshua Loper:</i> 38 <i>The Last-Place Sports Poems of Jeremy Bloom:</i> 43 <i>The Magnificent Mummy Maker:</i> 31 <i>The Music of Dolphins:</i> end of Ch. 17 <i>The Ostrich Chase:</i> 82 and 118 <i>Pacific Crossing</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The Quick Writes and Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p>

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<p>(C) evaluate how well his/her own writing achieves its purposes (4–8);</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
<p>(D) analyze published examples as models for writing (4–8); and</p>	<p>The opportunity to introduce this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>

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(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(21) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	
(A) frame questions to direct research (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 165, 199, 215, 217</p> <p>Teacher’s Resource Book: 139, 145, 160, 186, 187</p>
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4–8);	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>

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(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4–8);	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 101, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213, 225</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>
(E) present information in various forms using available technology (4–8); and	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
(F) evaluate his/her own research and raise new questions for further investigation (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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<p>(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:</p>	
<p>(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4–8); and</p>	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>
<p>(B) correspond with peers or others via e-mail or conventional mail (4–8).</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 75, 83, 117, 147, 167, 189, 197, 221</p> <p>Teacher’s Resource Book: 129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188</p>
<p>(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:</p>	
<p>(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4–8);</p>	<p>This objective falls outside the scope of Scholastic <i>READ 180</i>, Stage A.</p>

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(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4–8); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(C) use media to compare ideas and points of view (4–8).	<p><u>Teacher Materials</u> Teacher’s Guide: 55, 61, 63, 65, 67, 71, 91, 95, 97, 103, 111, 121, 123, 127, 131, 133, 135, 153, 157, 161, 173, 183, 191, 205, 209, 211, 213</p> <p>Teacher’s Resource Book: 135, 138, 142, 149, 156, 159</p>
(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4–5); and	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.
(B) compare and contrast print, visual, and electronic media such as film with written story (4–8).	This objective falls outside the scope of Scholastic <i>READ 180</i> , Stage A.

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<p>(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:</p>	
<p>(A) select, organize, or produce visuals to complement and extend meanings (4–8); and</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 53, 55, 61, 63, 65, 67, 71, 73, 91, 93, 95, 97, 103, 111, 121, 123, 125, 127, 131, 133, 135, 153, 157, 161, 173, 181, 183, 185, 191, 205, 209, 211, 213, 223</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 179, 182, 183, 185, 188, 189, 193, 195, 196, 199–203</p>
<p>(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4–8).</p>	<p><u>Teacher Materials</u> Teacher’s Guide: 51, 53, 55, 57, 61, 63, 65, 67, 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, 97, 101, 103, 104, 105, 107, 111, 113, 115, 117, 121, 123, 125, 127, 131, 133, 135, 137, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 167, 173, 175, 177, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231</p> <p>Teacher’s Resource Book: 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166–168, 169, 170, 171, 172, 173, 174, 175, 176, 178, 179, 180, 182, 183, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 199–203</p>