

Learning Standards	READ 180 - Stage A
Standard 1—Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.	
Listening and Reading 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	
Students: <ul style="list-style-type: none"> gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams 	<u>Student Materials</u> The opportunity to address this objective is available. See the following: Paperbacks: <i>Alcatraz: Prison for America's Most Wanted</i> <i>Finding the Titanic</i> <i>Let's Go Surfing: An Internet Adventure</i> <i>The Skull Man and Other People With Cool Jobs</i> <u>Teacher Materials</u> The opportunity to address this objective is available. See the following: Reading Strategies Book: 5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

Learning Standards	READ 180 - Stage A

- select information appropriate to the purpose of their investigation and relate ideas from one text to another

Student Materials

Audiobooks:

Although the teacher directs students to the appropriate level, the students select the *READ 180* Audiobook of their choice.

Paperbacks:

Although the teacher directs students to the appropriate level, the students select the *READ 180* Paperback of their choice.

- select and use strategies they have been taught for note-taking, organizing, and categorizing information

Student Materials

Audiobooks:

I Thought My Soul Would Rise and Fly: 166

Teacher Materials

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

Teacher's Guide:

101, 225

Reading Strategies Book:

5, 8, 11, 14, 23, 26, 41, 53, 59, 77-78, 81-82, 85-86, 89-90, 93-94, 101-102, 105-106

- ask specific questions to clarify and extend meaning

Student Materials

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

For Your Eyes Only!

I Though My Soul Would Rise and Fly

Jonah the Whale

Learning Standards	READ 180 - Stage A
(continued from previous page)	<p><i>The Journal of Joshua Loper</i></p> <p><i>The Last-Place Sports Poems of Jeremy Bloom</i></p> <p><i>The Magnificent Mummy Maker</i></p> <p><i>The Music of Dolphins</i></p> <p><i>The Ostrich Chase</i></p> <p><i>Pacific Crossing</i></p>
<ul style="list-style-type: none"> make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103</p> <p><i>Beautiful Warrior:</i> 7 and 30</p> <p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70</p> <p><i>For Your Eyes Only!:</i> 11, 25, and 95</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40</p> <p><i>The Journal of Joshua Loper:</i> 10, 15, and 60</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90</p> <p><i>The Magnificent Mummy Maker:</i> 4, 7, and 17</p> <p><i>The Music of Dolphins:</i> 5, and end of Ch. 38</p> <p><i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80</p> <p><i>Pacific Crossing:</i> end of Ch. 5, and 82</p>

	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>The <i>READ 180 Teacher's Guide</i> provides background information about the readings for each of the components.</p> <p>Reading Strategies Book:</p> <p>6, 9, 10, 12, 13, 15, 18, 21, 22, 24, 27, 28, 30, 33, 36, 37, 39, 43, 49, 51, 54, 57, 60, 63, 66, 69, 70, 72, 73, 75, 79, 83, 87, 88, 99, 100, 103, 104, 107, 111, 115, 119, 123, 124</p>
<p>(continued from previous page)</p> <ul style="list-style-type: none"> support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. 	<p><u>Student Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Software:</p> <p>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:</p> <p><i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103</p> <p><i>Beautiful Warrior:</i> 7 and 30</p> <p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70</p> <p><i>For Your Eyes Only!:</i> 11, 25, and 95</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40</p> <p><i>The Journal of Joshua Loper:</i> 10, 15, and 60</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90</p> <p><i>The Magnificent Mummy Maker:</i> 4, 7, and 17</p> <p><i>The Music of Dolphins:</i> 5, and end of Ch. 38</p>

The Ostrich Chase: 6, 14, 15, 25, and 80

Pacific Crossing: end of Ch. 5, and 82

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Learning Standards

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READ 180 - Stage A

Teacher Materials

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

Teacher's Guide:

53, 145, 211

Reading Strategies Book:

28, 37, 43, 70, 73, 88, 104, 124

Teacher's Resource Book:

119

Speaking and Writing

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

- present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts

Student Materials

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

Audiobooks:

Back to the Titanic!: end of Chs. 2, 4, 6, 7, and 9

	<p><i>Beautiful Warrior:</i> 11, and end of Folio 15</p> <p><i>Favorite Greek Myths:</i> 45</p> <p><i>For Your Eyes Only!:</i> 6</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 9, 43, 144, 164, and 166</p> <p>-</p> <p>(continued on next page)</p>
(continued from previous page)	<p><i>Jonah the Whale:</i> 7, 39, and end of Ch. 10</p> <p><i>The Journal of Joshua Loper:</i> 67 and 108</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 11 and 90</p> <p><i>The Magnificent Mummy Maker:</i> 38, 81, and 130</p> <p><i>The Music of Dolphins:</i> 3, 5, and end of Ch. 24</p> <p><i>The Ostrich Chase:</i> 88, 97, and 113</p> <p><i>Pacific Crossing:</i> end of Chs. 2 and 9, 109, and end of Ch. 16</p> <p>Paperbacks:</p> <p><i>Michelle Kwan: Heart of a Champion</i></p> <p><i>Riding Freedom</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>63, 75, 83, 97, 101, 117, 163, 227, 229</p> <p>Reading Strategies Book:</p> <p>9, 45, 83</p> <p>Teacher's Resource Book:</p> <p>115</p>

- selects a focus, organization, and point of view for oral and written presentations

Teacher Materials**Teacher's Guide:**

53, 57, 61, 63, 67, 73, 85, 87, 91, 93, 105, 107, 111, 113, 115, 123, 125, 127, 131, 133, 137, 145, 149, 155, 163, 167, 175, 183, 187, 191, 193, 201, 203, 205, 207, 213, 215, 217, 223, 225, 227, 231

Teacher's Resource Book:

189, 191

Learning Standards

- use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference

READ 180 - Stage A**Teacher Materials****Teacher's Guide:**

53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231

- use details, examples, anecdotes, or personal experiences to explain or clarify information

Teacher Materials**Teacher's Guide:**

55, 65, 75, 77, 147, 151, 153, 157, 173, 195, 209, 219, 229

Teacher's Resource Book:

139, 140, 142, 155, 162, 163, 164, 165, 166, 168, 169, 171, 175, 176, 177, 183, 187, 190, 192, 193, 196, 197, 198, 199, 200

- include relevant information and exclude extraneous material

Teacher Materials

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

Teacher's Guide:

53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231

Teacher's Resource Book:

126, 134, 145, 148, 155, 156, 159, 184, 201

Learning Standards

- use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts

READ 180 - Stage A**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

Teacher Materials**Teacher's Guide:**

53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231

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

Teacher's Resource Book:

127, 134, 145, 148, 155, 156, 159, 184, 194, 201

- observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

Student Materials**Software:**

1.1, L2; 1.3, L1; 2.3, L2-3; 3.3, L3; 3.4, L3; 4.1, L3; 4.2, L2; 4.3, L1; 5.1, L3; 5.4, L3; 6.1, L2; 6.4, L3; 7.2, L3; 7.3, L3; 7.4, L1; 8.3, L3

Teacher Materials

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

Teacher's Guide:

53, 57, 61, 63, 73, 85, 87, 93, 105, 107, 111, 113, 115, 125, 127, 131, 133, 137, 155, 167, 183, 187, 191, 193, 201, 203, 207, 213, 215, 217, 223, 225, 227, 231

Reading Strategies Book:

7, 10, 13, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 48, 49, 52, 55, 58, 61, 67, 92, 96, 100, 104, 108, 116

Standard 2—Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Listening and Reading

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

- read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers

Student Materials**Software:**

Students have the opportunity to read a variety of literature in the *READ 180* Software passages.

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

*For Your Eyes Only!**I Thought My Soul Would Rise and Fly**Jonah the Whale**The Journal of Joshua Loper**The Last Place Sports Poems of Jeremy Bloom**The Magnificent Mummy Maker**The Music of Dolphins**The Ostrich Chase**Pacific Crossing***Learning Standards**

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READ 180 - Stage A**Paperbacks:***Adventures of the Shark Lady**Alcatraz: Prison for America's Most Wanted**Animal E.R.**The Best of Encyclopedia Brown**The Bookman**Circle of Gold**Confessions of a Gym-Class Dropout**David Copperfield**Dear Lovey Hart, I Am Desperate!**Demeter and Persephone**Finding the Titanic**Grant Hill**HELP! I'm Trapped in My Teacher's Body**Home Run Heroes!**It Came From Ohio! My Life as a Writer**The Last Dance**Let's Go Surfing: An Internet Adventure*

The Life and Words of Martin Luther King Jr.

Little Monster

Michelle Kwan: Heart of a Champion

Navajo Long Walk

Revenge of the Fireflies

Riding Freedom

Selena!

Shoebag

The Skull Man and Other People With Cool Jobs

The Torch Runner

Treasure Island

Twenty Thousand Leagues Under the Sea

Zoomers and Other Stories

Learning Standards

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- recognize some features that distinguish the genres and use those features to aid comprehension

READ 180 - Stage A

Teacher Materials

Reading Strategies Book:

5, 8, 11, 14, 23, 26, 35, 38, 41, 53, 59, 62, 68, 71, 77-78, 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106, 113-114, 117-118, 121-122

Student Materials

Software:

Students have the opportunity to recognize features that distinguish the genres while reading the *READ 180* Software passages.

Audiobooks:

Back to the Titanic!

Beautiful Warrior

Favorite Greek Myths

For Your Eyes Only!

I Thought My Soul Would Rise and Fly

Jonah the Whale

Pacific Crossing

The Journal of Joshua Loper

The Last Place Sports Poems of Jeremy Bloom

The Magnificent Mummy Maker

The Music of Dolphins

The Ostrich Chase

Paperbacks:

Adventures of the Shark Lady

Alcatraz: Prison for America's Most Wanted

Animal E.R.

The Best of Encyclopedia Brown

The Bookman

Circle of Gold

Confessions of a Gym-Class Dropout

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Learning Standards

READ 180 - Stage A

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*David Copperfield**Dear Lovey Hart, I Am Desperate!**Demeter and Persephone**Finding the Titanic**Grant Hill**HELP! I'm Trapped in My Teacher's Body**Home Run Heroes!**It Came From Ohio! My Life as a Writer**The Last Dance**Let's Go Surfing: An Internet Adventure**The Life and Words of Martin Luther King Jr.**Little Monster**Michelle Kwan: Heart of a Champion**Navajo Long Walk**Revenge of the Fireflies**Riding Freedom**Selena!**Shoebag**The Skull Man and Other People With Cool Jobs**The Torch Runner**Treasure Island**Twenty Thousand Leagues Under the Sea**Zoomers and Other Stories***Teacher Materials****Reading Strategies Book:**

5, 8, 11, 14, 23, 26, 35, 38, 41, 53, 59, 62, 68, 71, 77-78,
 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106,
 113-114, 117-118, 121-122

- understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives

Student Materials

Software:

Students have the opportunity to understand the literary elements while reading the *READ 180* Software passages.

Audiobooks:

For Your Eyes Only!: 11, 40, 42, 82, 83, 108, and 131

I Thought My Soul Would Rise and Fly: 7 and 84

Jonah the Whale: 7, 17, 19, 26, 35, end of Ch. 5, and 65

The Journal of Joshua Loper: 4, 18, 22, 54, 67, 92, 108, 122, and 124

The Last-Place Sports Poems of Jeremy Bloom: 2, 7, 22 and 50

The Magnificent Mummy Maker: 3, 21, and 36

The Music of Dolphins: end of Chs. 1, 3, 7, 12, and 17

The Ostrich Chase: 12, 22, 33, 42, 69, and 80

Pacific Crossing: end of Chs. 1, 9, 14, and 41

Teacher Materials

Teacher's Guide:

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Reading Strategies Book:

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

- use inference and deduction to understand the text

Student Materials

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

Audiobooks:

Back to the Titanic!: 4, 117, and end of Ch. 11

Beautiful Warrior: 1

Favorite Greek Myths: 70

For Your Eyes Only!: 62, 73, and 104

I Thought My Soul Would Rise and Fly: 26, 39, 52, 55, and 101

Jonah the Whale: 19, 39, and 64

The Journal of Joshua Loper: 6

The Last-Place Sports Poems of Jeremy Bloom: 2, 32, and 50

The Magnificent Mummy Maker: 114

The Music of Dolphins: 3, 12, 69, 89, end of Ch. 26, 102, 120, end of Ch. 38, 163, and end of Ch. 57

The Ostrich Chase: 55, 63, and 80

Pacific Crossing: end of Chs. 1, 3, 14, and 16

Teacher Materials

Teacher's Guide:

53, 145, 211

Reading Strategies Book:

21, 57, 99

	<p>Teacher's Resource Book:</p> <p>119</p>
<ul style="list-style-type: none"> read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning 	<p><u>Student Materials</u></p> <p>Software:</p> <p>1.1, 1.2, L2; 1.3, L2; 1.3, L1; 2.1, L2; 2.3, L2-3; 2.4, L2; 3.1, L3; 3.2, L2; 3.3, L1-3; 3.4, L2-3; 4.1, L1-3; 4.2, L1-2; 4.3, L1-2; 4.4, L1; 5.1, L3; 5.2, L1; 5.4, L3; 6.1, L1-2; 6.3, L1; 6.4, L2-3; 7.2, L3; 7.3, L3; 7.4, L1-2; 8.2, L1-2; 8.3, L3; 8.4, L1; 9.1, L2; 9.2, L1-2; 9.3, L1-2; 9.4, L1-2</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 4, 6, 32, 36, 41, 48, 84, and 103</p> <p><i>Beautiful Warrior:</i> 7 and 30</p> <p><i>Favorite Greek Myths:</i> 46, 51, 68, and 70</p> <p><i>For Your Eyes Only!:</i> 11, 25, and 95</p> <p><i>I Thought My Soul Would Rise and Fly:</i> 8, 14, and 40</p> <p><i>The Journal of Joshua Loper:</i> 10, 15, and 60</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 14, 21, 32, 36, and 90</p> <p><i>The Magnificent Mummy Maker:</i> 4, 7, and 17</p> <p><i>The Music of Dolphins:</i> 5, and end of Ch. 38</p> <p><i>The Ostrich Chase:</i> 6, 14, 15, 25, and 80</p> <p><i>Pacific Crossing:</i> end of Ch. 5, and 82</p> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book:</p> <p>7, 28, 34, 37, 43, 48, 49, 55, 70, 73, 88, 92, 104, 108, 116, 124</p> <p>Teacher's Resource Book:</p>

Reproducible copies of the *READ 180* Topic CD passages provide additional opportunities for reading connected text with fluency.

Learning Standards

- evaluate literary merit.

READ 180 - Stage A

Student Materials

Software:

Students have the opportunity to evaluate literary merit while reading the *READ 180* Software passages.

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

Audiobooks:

Beautiful Warrior

For Your Eyes Only!

I Thought My Soul Would Rise and Fly

Jonah the Whale

The Journal of Joshua Loper

The Last Place Sports Poems of Jeremy Bloom

The Music of Dolphins

The Ostrich Chase

Pacific Crossing

Paperbacks:

Animal E.R.

The Bookman

Circle of Gold

Confessions of a Gym-Class Dropout

Dear Lovey Hart, I Am Desperate!

HELP! I'm Trapped in My Teacher's Body

	<p><i>The Last Dance</i></p> <p><i>Navajo Long Walk</i></p> <p><i>Riding Freedom</i></p> <p><i>The Torch Runner</i></p> <p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Reading Strategies Book:</p> <p>35, 38, 62, 68, 71, 97-98, 117-118</p>
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Speaking and Writing	
2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	
Students: <ul style="list-style-type: none">present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure	<p><u>Student Materials</u></p> <p>Software:</p> <p>Students have the opportunity to present a personal response after reading the <i>READ 180</i> Software passages.</p> <p>Audiobooks:</p> <p><i>For Your Eyes Only!</i>: 11, 40, 42, 82, 83, 108, and 131</p> <p><i>I Thought My Soul Would Rise and Fly</i>: 7 and 84</p> <p><i>Jonah the Whale</i>: 7, 17, 19, 26, 35, end of Ch. 5, and 65</p> <p><i>The Journal of Joshua Loper</i>: 4, 18, 22, 54, 67, 92, 108, 122, and 124</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom</i>: 2, 7, 22, and 50</p> <p><i>The Magnificent Mummy Maker</i>: 3, 21, and 36</p> <p><i>The Music of Dolphins</i>: end of Chs. 1, 3, 7, 12, and 17</p> <p><i>The Ostrich Chase</i>: 12, 22, 33, 42, 69, and 80</p> <p><i>Pacific Crossing</i>: end of Chs. 1, 9, 14, and 41</p>

Teacher Materials**Teacher's Guide:**

147, 155, 165, 191, 193, 195, 207, 209, 217, 219

Learning Standards

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READ 180 - Stage A**Reading Strategies Book:**

33, 36, 39, 69, 72, 75, 115, 119, 123

Teacher's Resource Book:

123, 124, 125

- explain the meaning of literary works with some attention to meanings beyond the literal level

Student Materials

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

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

Audiobooks:

Back to the Titanic!: end of Chs. 2, 4, 6, 7, and 9

Beautiful Warrior: 11, and end of Folio 15

Favorite Greek Myths: 45

For Your Eyes Only!: 6

I Thought My Soul Would Rise and Fly: 9, 43, 144, and 164

Jonah the Whale: 7, 39, and end of

Ch. 10

The Journal of Joshua Loper: 67 and 108*The Last-Place Sports Poems of Jeremy Bloom:* 11 and 90*The Magnificent Mummy Maker:* 38, 81, and 130*The Music of Dolphins:* 3, 5, and end of Ch. 24**Learning Standards**

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READ 180 - Stage A*The Ostrich Chase:* 88, 97, and 113*Pacific Crossing:* end of Chs. 2 and 9, 109, and end of Ch. 16**Teacher Materials**

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

Teacher's Guide:

63, 75, 83, 97, 101, 117, 163, 227, 229

Reading Strategies Book:

9, 45, 83

Teacher's Resource Book:

115

<ul style="list-style-type: none"> create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	<p><u>Teacher Materials</u></p> <p>Teacher's Guide:</p> <p>51, 67, 81, 91, 123, 145, 149, 159, 163, 165, 175, 205</p> <p>Teacher's Resource Book:</p> <p>128, 133, 148, 165, 169, 184, 191</p>
<ul style="list-style-type: none"> observe the conventions of grammar and usage, spelling, and punctuation. 	<p><u>Student Materials</u></p> <p>Software:</p> <p>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> <p><u>Teacher Materials</u></p> <p>Reading Strategies Book:</p> <p>7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 43, 46, 49, 58, 61, 67, 80, 92, 96, 108, 124</p>

Learning Standards	<i>READ 180 - Stage A</i>
Standard 3—Language for Critical Analysis and Evaluation	
<p>Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	
Listening and Reading	
<p>1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p>	

Students:

- read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor

Student Materials

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

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

Audiobooks:

Back to the Titanic!: end of Chs. 2, 4, 6, 7, and 9

Beautiful Warrior: 11, and end of Folio 15

Favorite Greek Myths: 45

For Your Eyes Only!: 6

I Thought My Soul Would Rise and Fly: 9, 43, 144, and 164

Jonah the Whale: 7, 39, and end of Ch. 10

The Journal of Joshua Loper: 67 and 108

The Last-Place Sports Poems of Jeremy Bloom: 11 and 90

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The Magnificent Mummy Maker: 38, 81, and 130

The Music of Dolphins: 3, 5, and end of Ch. 24

The Ostrich Chase: 88, 97, and 113

Pacific Crossing: end of Chs. 2 and 9, 109, and end of Ch. 16

Paperbacks:

Michelle Kwan: Heart of a Champion

	<p><i>Riding Freedom</i></p> <p><u>Teacher Materials</u></p> <p>Teacher’s Guide:</p> <p>63, 75, 83, 97, 101, 117, 163, 165, 215, 227, 229</p> <p>Reading Strategies Book:</p> <p>9, 45, 83</p> <p>Teacher’s Resource Book:</p> <p>115, 126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none">• make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement	<p><u>Student Materials</u></p> <p>Software:</p> <p>Students have the opportunity to evaluate texts after reading the <i>READ 180</i> Software passages.</p> <p>The opportunity to address this objective is available. See the following:</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!</i></p> <p><i>Beautiful Warrior</i></p> <p><i>Favorite Greek Myths</i></p> <p><i>For Your Eyes Only!</i></p> <p>(continued on next page)</p>

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I Thought My Soul Would Rise and Fly

Jonah the Whale

The Journal of Joshua Loper

The Last Place Sports Poems of Jeremy Bloom

The Magnificent Mummy Maker

The Music of Dolphins

The Ostrich Chase

Pacific Crossing

Paperbacks:

Adventures of the Shark Lady

Alcatraz: Prison for America's Most Wanted

Animal E.R.

The Best of Encyclopedia Brown

The Bookman

Circle of Gold

Confessions of a Gym-Class Dropout

David Copperfield

Dear Lovey Hart, I Am Desperate!

Demeter and Persephone

Finding the Titanic

Grant Hill

HELP! I'm Trapped in My Teacher's Body

Home Run Heroes!

It Came From Ohio! My Life as a Writer

The Last Dance

Let's Go Surfing: An Internet Adventure

The Life and Words of Martin Luther King Jr.

Little Monster

Michelle Kwan: Heart of a Champion

Navajo Long Walk

	<p><i>Revenge of the Fireflies</i></p> <p><i>Riding Freedom</i></p> <p><i>Selena!</i></p> <p>(continued on next page)</p>
(continued from previous page)	<p><i>Shoebag</i></p> <p><i>The Skull Man and Other People With Cool Jobs</i></p> <p><i>The Torch Runner</i></p> <p><i>Treasure Island</i></p> <p><i>Twenty Thousand Leagues Under the Sea</i></p> <p><i>Zoomers and Other Stories</i></p> <p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Reading Strategies Book:</p> <p>5, 8, 11, 14, 23, 26, 35, 38, 41, 53, 59, 62, 68, 71, 77-78, 81-82, 85-86, 89-90, 93-94, 97-98, 101-102, 105-106, 113-114, 117-118, 121-122</p>
<ul style="list-style-type: none"> recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis 	<p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>165, 215</p> <p>Teacher's Resource Book:</p> <p>126, 134, 145, 148, 155, 156, 159, 184, 201</p>

Learning Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> • evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. 	<p><u>Student Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Software:</p> <p>1.1, L1-3; 1.2, L1-2; 1.3, L1-3; 1.4, L1-3; 2.1, L1-3; 2.2, L1-3; 2.3, L2-3; 2.4, L2; 3.1, L1-2; 3.2, L1-2; 3.3, L1-3; 3.4, L1, L3; 4.1, L1-3; 4.2, L1-3; 4.3, L1-3; 4.4, L1-3; 5.1, L1-3; 5.2, L3; 5.3, L1-2; 6.1, L1-3; 6.2, L1-3; 6.3, L1-3; 6.4, L1-3; 7.1, L1-3; 7.2, L1-3; 7.3, L1-3; 8.1, L1-3; 8.2, L1-2; 8.3, L1-3; 8.4, L1-3; 9.1, L1-3; 9.2, L1-2; 9.3, L1-3; 9.4, L1</p> <p>Audiobooks:</p> <p><i>Back to the Titanic!:</i> 32</p> <p><i>Favorite Greek Myths:</i> 46</p> <p><i>The Journal of Joshua Loper:</i> 52</p> <p><i>The Last-Place Sports Poems of Jeremy Bloom:</i> 21</p> <p><i>The Ostrich Chase:</i> 88</p> <p>Paperbacks:</p> <p><i>Alcatraz: Prison for America's Most Wanted</i></p> <p><i>Finding the Titanic</i></p> <p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>61, 71, 85, 95, 107, 113, 121, 135, 167, 173, 201</p> <p>Reading Strategies Book:</p> <p>15, 51, 89</p>

	<p>Teacher's Resource Book:</p> <p>117</p>
Speaking and Writing	
2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	
<p>Students:</p> <ul style="list-style-type: none"> express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence 	<p>Teacher Materials</p> <p>Teacher's Guide:</p> <p>87, 107, 113, 165, 215</p> <p>Teacher's Resource Book:</p> <p>126, 134, 145, 148, 155, 156, 159, 184, 189, 191, 201</p>
<ul style="list-style-type: none"> present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.) 	<p>Teacher Materials</p> <p>Teacher's Guide:</p> <p>165, 215</p> <p>Teacher's Resource Book:</p> <p>126, 134, 145, 148, 155, 156, 159, 184, 201</p>
<ul style="list-style-type: none"> monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.) 	<p>Student Materials</p> <p>Software:</p> <p>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> <p>Teacher Materials</p> <p>Teacher's Guide:</p> <p>87, 107, 113, 165, 215</p> <p>Teacher's Resource Book:</p> <p>126, 134, 145, 148, 155, 156, 159, 184, 189, 191, 201</p>

Learning Standards	<i>READ 180 - Stage A</i>
<ul style="list-style-type: none"> use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. 	<p><u>Student Materials</u></p> <p>Software:</p> <p>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> <p><u>Teacher Materials</u></p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Guide:</p> <p>165, 215</p> <p>Reading Strategies Book:</p> <p>7, 10, 13, 19, 22, 25, 28, 31, 34, 37, 43, 46, 49, 52, 55, 58, 61, 67, 92, 96, 100, 108</p> <p>The opportunity to address this objective is available. See the following:</p> <p>Teacher's Resource Book:</p> <p>126, 134, 145, 148, 155, 156, 159, 184, 201</p>

Learning Standards	<i>READ 180 - Stage A</i>
<p>Standard 4—Language for Social Interaction</p> <p>Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p> <p>Listening and Speaking</p> <p>1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>	

Students: <ul style="list-style-type: none"> listen attentively and recognize when it is appropriate for them to speak 	<u>Teacher Materials</u> Teacher's Guide: <p>The opportunity to address this skill is presented in the <i>READ 180 Teacher's Guide</i>, which contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> Reading Strategies Book: <p>The opportunity to address this skill is presented in the passages in the <i>READ 180 Reading Strategies Book</i>, which are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> take turns speaking and respond to others' ideas in conversations on familiar topics 	<u>Teacher Materials</u> Teacher's Guide: <p>The opportunity to address this skill is presented in the <i>READ 180 Teacher's Guide</i>, which contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p>

Learning Standards	<i>READ 180</i> - Stage A
(continued from previous page)	Reading Strategies Book: <p>The opportunity to address this skill is presented in the passages in the <i>READ 180 Reading Strategies Book</i>, which are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. 	<u>Teacher Materials</u> Teacher's Guide: <p>The opportunity to address this skill is presented in the <i>READ 180 Teacher's Guide</i>, which contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> Reading Strategies Book: <p>The opportunity to address this skill is presented in the passages in the <i>READ 180 Reading Strategies Book</i>, which are discussed with guidance from the teacher.</p>

Reading and Writing

2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Students:

- exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions

Teacher Materials**Teacher's Guide:**

75, 83, 117, 147, 167, 189, 197, 221

Teacher's Resource Book:

129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188

Learning Standards

- adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message

READ 180 - Stage A**Student Materials****Audiobooks:**

I Thought My Soul Would Rise and Fly: 47

The Journal of Joshua Loper: 92

Pacific Crossing: 117

Teacher Materials

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

Teacher's Guide:

75, 83, 117, 147, 167, 189, 197, 221

Reading Strategies Book:

40, 64, 73, 120

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

Teacher's Resource Book:

129, 138, 141, 142, 146, 147, 166, 178, 180, 186, 188

- read and discuss published letters, diaries, and journals to learn the conventions of social writing.

Student Materials

Audiobooks:

The Journal of Joshua Loper

Teacher Materials

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

Teacher’s Guide:

75, 83, 117, 147, 151, 163, 167, 189, 193, 197, 221

Teacher’s Resource Book:

129, 131, 138, 141, 142, 146, 147, 149, 166, 178, 179, 180, 186, 188