

Challenger Levels 5–8

correlated to CASAS 2016 2nd Ed. Reading Standards

■ The shaded standards are assessed on the Reading GOALS Series for ABE/ASE

Standard	Standard Description	Challenger 5 NRP 2572: Student Book 5 NRP 2904: Writing Book 5 NRP 2577: Teacher's Manual 5–8	Challenger 6 NRP 2573: Student Book 6 NRP 2905: Writing Book 6 NRP 2577: Teacher's Manual 5–8	Challenger 7 NRP 2574: Student Book 7 NRP 2906: Writing Book 7 NRP 2577: Teacher's Manual 5–8	Challenger 8 NRP 2575: Student Book 8 NRP 2907: Writing Book 8 NRP 2577: Teacher's Manual 5–8
RDG 1 FOUNDATIONAL LITERACY					
RDG 1.1	Demonstrate understanding of the organization and basic features of print (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.				
RDG 1.2	Identify similarities and differences in visual images (e.g., letters, numbers, symbols, shapes).				
RDG 1.3	Identify letters of the English alphabet – upper and lower case.				
RDG 1.4	Interpret common symbols (e.g., restroom signs, traffic signs, #,>,†).				
RDG 1.5	Read numbers commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).				
RDG 1.6	Demonstrate phonemic (sound units that form words) and phonological awareness, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).				
RDG 1.7	Demonstrate understanding of and apply phonics and word analysis skills in decoding words.	SB: pp. 6, 11, 16, 22, 29–30, 33, 38 39, 42, 44 45, 49 52, 55 57, 59, 69, 71, 76 78, 83 84, 89, 92, 102 104, 109 110, 114, 116, 120 121, 125, 136, 143, 153, 156, 161 TM: pp. 47–72			

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RDG 1.8	Read common high-frequency words by sight (e.g., the, is, of, to, you).				
RDG 1.9	Read with sufficient accuracy and fluency to support comprehension.	A goal of <i>Challenger</i> is to enable students to become proficient readers.			
RDG 2 LANGUAGE AND VOCABULARY					
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	TM: p. 55			WB: pp. 9, 11, 13, 15, 17, 19, 21, 23, 25–37, 39, 41, 43, 45–47 TM: pp. 148, 150, 152 153
RDG 2.2	Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).				
RDG 2.3	Interpret accurately a range of general academic (e.g., indicate, procedure, evidence), technical (e.g., phlebotomist), and domain-specific words and phrases (e.g., endangered species, peace treaty) in context, including collocations (e.g., count on, happen to).	A goal of <i>Challenger</i> is to enable students to acquire and use accurately general academic and domain specific words and phrases and word knowledge	SB: pp. 19, 31, 37–40, 43, 51, 56–57, 64 65, 76–77, 85, 89–90, 95, 100–101, 104, 109 110, 116 117, 126 127, 132, 146–147, 155, 162–163, 165–166, 172–173, 180, 182, 186–188 TM: pp. 77, 79 92, 94 96, 98	SB: pp. 181–182 TM: p. 125	SB: pp. 34, 70, 80, 83–84, 115, 124, 199 TM: pp. 137, 141 142, 146 147, 156
RDG 2.4	Interpret words that signal text organization (e.g., first... then...next, it's important that...), simple relationships (e.g., because, and), spatial and temporal relationships (e.g., before/ after, The former statement...), contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				

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RDG 2.5	Interpret roots, prefixes, and suffixes that are common (e.g., looks/ looked/ looking, unhappy, worker) or less common (e.g., conceive/ conception/ conceivable, impossible, employee) to determine the meaning of words.	SB: pp. 44, 51, 56, 57, 89, 109, 114, 120	SB: pp. 19, 31, 39, 43, 51, 65, 76–77, 85, 110, 117, 126, 132, 150, 155, 165, 182 TM: pp. 77, 79 82, 84 86, 89 92, 94 96, 98	SB: pp. 204, 208 TM: p. 127	SB: pp. 22, 29, 92–93, 107, 120 TM: pp. 134, 136, 143, 148, 150
RDG 2.6	Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).				
RDG 2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	SB: pp. 15, 19, 21, 29, 42 43, 60, 91 93, 102, 113, 121, 134, 146, 154, 159, 160 TM: pp. 47, 57, 64, 66, 72	SB: pp. 19, 24, 30 31, 37–40, 43, 50 51, 56–57, 64 65, 76–77, 84 85, 89–90, 95, 100–101, 104, 109 110, 116 117, 126 127, 131 132, 146–147, 155, 158, 162–166, 172–173, 180 182, 186–188 TM: pp. 75, 77, 78 92, 94 96, 98	SB: pp. 26, 35, 37, 49, 58, 66, 80, 89, 118, 136, 150, 165, 181–183, 192–195, 203 TM: pp. 103, 106, 108, 109, 113 114, 116, 125 126	SB: pp. 12, 28, 34, 36, 45–47, 50–51, 70, 80–89, 91, 101, 105–106, 115, 124, 126, 135, 143, 151, 176–177, 199, 202 TM: pp. 132, 136 139, 141 144, 146 147, 156

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RDG 2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	SB: pp. 20, 26, 44, 49–50, 55 57, 61, 69, 75, 82, 89 91, 93, 103, 109, 114, 120 121, 123–124, 141–142, 148, 155, 158–161 TM: pp. 49, 51, 56–58, 61 63, 65, 67, 70 71	SB: pp. 19, 31, 37–40, 43, 51, 56–57, 64 65, 76–77, 85, 89–90, 95, 100–101, 104, 109 110, 116 117, 126 127, 132, 146–147, 155, 162–163, 165–166, 172–173, 180, 182, 186–188 TM: pp. 77, 79 92, 94 96, 98	SB: pp. 12, 20, 27, 34, 38–39, 51, 57, 67–68, 75, 80–81, 82, 90–91, 97, 104–105, 115, 118–119, 132–133, 151–152, 162, 165–166, 176, 181–182, 184–185, 192–193, 195–196, 208 TM: pp. 106, 108 111, 113 118, 124 126	SB: pp. 34, 36, 46, 50–51, 61–63, 70 71, 80–84, 105–106, 115, 124, 135, 145, 155, 156, 166–167, 176–177, 199 TM: pp. 137, 141 142, 146 147, 156
RDG 2.9	Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	WB: pp. 5, 7, 9, 11, 15, 17, 19, 36 TM: pp. 48–51, 53, 56 58, 69	WB: pp. 36–42, 48 TM: pp. 95 98	SB: pp. 17, 83, 88, 89, 111, 148–149, 159, 173 WB: pp. 20, 22, 24, 26, 28, 30, 32, 38, 40, 42, 47 TM: pp. 114 117, 119 121, 125 127	WB: pp. 9, 11, 13, 15, 17, 19, 21, 23, 25 37, 39, 41, 43, 45 47
RDG 2.10	Recognize and interpret how language is used in various contexts including speech reductions (e.g., gonna vs. going to), contractions, punctuation, register and dialects, precise choice of language.	WB: pp. 5, 7, 9, 11, 13, 15, 17, 26, 29 30, 32, 36, 44 TM: pp. 48 51, 53, 56–58, 62–66, 69–70	WB: pp. 10–12, 14–16, 18, 20–22, 47 TM: pp. 79 80, 84 86		

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RDG 2.11	Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).	TM: pp. 47, 49, 51, 53, 55–58, 60–67, 69–72	SB: pp. 19, 31, 37–39, 40, 43, 51, 56–57, 64 65, 76–77, 85, 89–90, 95, 100–101, 104, 109 110, 116 117, 126 127, 132, 146–147, 155, 162–163, 165–166, 172–173, 180, 182, 186–188 TM: pp. 77, 79 87, 89 92, 94 96, 98	SB: pp. 18, 35, 142, 195 TM: pp. 103 104, 107, 120 121, 126	SB: pp. 13, 22, 36, 46, 50–51, 61–63, 71, 81–82, 105–106, 132–133, 135, 144 145, 155 156, 166–167, 176–177 TM: pp. 132, 134, 141 142, 146, 151, 157
RDG 3 READING COMPREHENSION SKILLS AND STRATEGIES LITERAL COMPREHENSION (DOK 1) INFORMATIONAL AND LITERARY TEXT					
RDG 3.1	Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records). CASAS Reading Task Area 3*		The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level	The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level	The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level
RDG 3.2	Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment). CASAS Reading Task Area 3*		The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level	The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level	The goal of <i>Challenger</i> is to enable students to read appropriate level material by the end of the level
RDG 3.3	Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*				
RDG 3.4	Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts). CASAS Reading Task Area 2*				

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RDG 3.5	Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams). CASAS Reading Task Area 5*				
RDG 3.6	Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5.] CASAS Reading Task Area 4*				
RDG 3.7	Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.				
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?).				
RDG 3.9	Identify the general meaning, subject matter, organization, or other content in a text by skimming.				
RDG 3.10	Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).				

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RDG 3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	WB: pp. 5, 7, 9, 13, 19 TM: pp. 76, 77, 78, 80, 97	WB: p. 39 SB: pp. 181–182 TM: p. 125	SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 132–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136 137, 140 144, 146 148, 152, 154 156
RDG 3.12	Identify the key details and cite evidence from a text.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	SB: pp. 10, 17–18, 23–24, 36–37, 49, 55, 62–63, 73–74, 99, 107–108, 122–123, 130–131, 143–144, 154, 170–171, 178–179 TM: pp. 75, 77 78, 80, 82 85, 88 89, 91 92, 94 95, 97 98		
RDG 3.13	Identify, describe or explain the connection and/or relationship between individuals, events or information in a text.				
RDG 3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.				
RDG 3.15	Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.				

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RDG 4 HIGHER ORDER READING SKILLS AND STRATEGIES (DOK 2+) INFORMATIONAL AND LITERARY TEXT					
RDG 4.1	Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	WB: pp. 5, 7, 9, 13, 19 TM: pp. 76, 77, 78, 80, 97	WB: p. 39 SB: pp. 181–182 TM: p. 125	SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 132–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136 137, 140 144, 146 148, 152, 154 156
RDG 4.2	Summarize central ideas, concepts, and processes in a text.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	WB: pp. 5, 7, 9, 13, 19 TM: pp. 76, 77, 78, 80, 97	WB: p. 39 SB: pp. 181–182 TM: p. 125	SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 132–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136 137, 140 144, 146 148, 152, 154 156
RDG 4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	SB: pp. 10, 17–18, 23–24, 36–37, 49, 55, 62–63, 73–74, 99, 107–108, 122–123, 130–131, 143–144, 154, 170–171, 178–179 TM: pp. 75, 77 78, 80, 82 85, 88 89, 91 92, 94 95, 97 98	WB: p. 39 SB: pp. 181–182 TM: p. 125	SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 129–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136 137, 140 144, 146 148, 152, 154 156

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RDG 4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	SB: pp. 10, 17–18, 23–24, 36–37, 49, 55, 62–63, 73–74, 99, 107–108, 122–123, 130–131, 143–144, 154, 170–171, 178–179 TM: pp. 75, 77, 78, 80, 82, 85, 88, 89, 91, 92, 94, 95, 97, 98	WB: p. 39 SB: pp. 181–182 TM: p. 125	SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 132–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136, 137, 140, 144, 146, 148, 152, 154, 156
RDG 4.5	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).				SB: pp. 10–12, 19, 26, 34–35, 59–60, 68–70, 79–80, 89–90, 99, 115–116, 124–125, 132–134, 165, 182, 191–192, 194, 199–200 TM: pp. 132, 134, 136, 137, 140, 144, 146, 148, 152, 154, 156
RDG 4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.				
RDG 4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).				SB: pp. 11, 80, 115
RDG 4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.			SB: pp. 181–182 TM: p. 125	

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RDG 4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).			WB: p. 39 SB: pp. 181–182	SB: pp. 35, 60, 70, 116, 200 TM: pp. 148, 155
RDG 4.10	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.				SB: pp. 129–134 TM: p. 148
RDG 4.11	Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.		SB: pp. 12–13, 58–59, 68–69, 78–79, 92–93, 102–103, 111, 124–125, 156–157, 169 TM: pp. 75, 83 85, 87 89, 91, 97		
RDG 5 HIGHER ORDER READING SKILLS AND STRATEGIES LITERARY TEXT ONLY					
RDG 5.1	Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	WB: p. 46	SB: pp. 10–11, 17–18, 24–25, 32–33, 41, 48–49, 56–57, 64–66, 73, 83, 88–89, 95–96, 102–103, 111–112, 124–125, 131–132, 141, 148–149, 158–159, 167, 172–175, 192, 202, 205 TM: pp. 102–124, 126–127	SB: pp. 42–44, 94, 141–142, 150–151, 174–175, 201–202

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RDG 5.2	Determine characters' traits by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.				
RDG 5.3	Analyze interactions between main and supporting characters in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.	SB: pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153 TM: pp. 47–53, 55–58, 60–67, 69–72	SB: pp. 29–30, 114–115, 119, 161–162 TM: pp. 79, 86, 90, 96	SB: pp. 10–11, 17–18, 24–25, 32–33, 41, 48–49, 56–57, 64–66, 73, 83, 88–89, 95–96, 102–103, 111–112, 124–125, 131–132, 141, 148–149, 158–159, 167, 172–175, 192, 202, 205 TM: pp. 102–124, 126–127	SB: pp. 42–44, 94, 141–142, 150–151, 174–175, 201–202
RDG 5.4	Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.			SB: pp. 41, 83, 124–125, 167, 205 TM: pp. 108, 113, 123, 126, 127	
RDG 5.5	Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.	SB: pp. 19, 42, 134 TM: pp. 47, 57, 64, 66	SB: pp. 82, 114, 115		SB: pp. 42–43, 94, 141–142, 150, 201–202 TM: pp. 150, 153, 156
RDG 5.6	Analyze how different genres, cultures, and perspectives inform content, style, and theme in works of literature.	SB: pp. 8–9, 18–19, 81, 87–88 TM: pp. 51, 57		SB: pp. 41, 83, 124–125, 167, 205 TM: pp. 108, 113, 123, 126, 127	SB: pp. 42–44, 94, 141–142, 150–151, 174–175, 201–202 TM: pp. 138, 149, 150, 153, 156

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W5: WRITING					
W5.1	Plan writing by brainstorming and/or using graphic organizers				
W5.2	Present information in a logical sequence	WB: pp. 4–10, 12–14, 16–21 SB: pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153 TM: pp. 48, 50, 56, 60, 62 63, 65 67, 72	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94 96, 98	WB: pp. 15, 17, 21, 25, 27, 31, 37, 39, 46 SB: pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 TM: pp. 110 111, 114, 116 117, 120, 124 125	WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14 148, 152 155, 157
W5.3	Write related sentences to form a cohesive paragraph				
W5.5	Use signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)	WB: pp. 9, 11, 25, 27, 47 TM: p. 62	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94 96, 98	WB: pp. 14, 16, 20, 24, 26, 28, 30, 36, 38, 47–48 TM: pp. 110 111, 114, 116 17, 120, 124 125	
W5.6	Organize text in paragraphs with clear beginning, middle and end	WB: pp. 5, 7, 9, 13, 17, 21, 23, 27, 41 TM: p. 56	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94 96, 98	WB: pp. 15, 17, 21, 25, 27, 31, 37, 39, 46 SB: pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 TM: pp. 110 111, 114, 116 117, 120, 124 125	WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14 148, 152 155, 157

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W5.7	Use an appropriate organizational structure which unifies relevant main ideas	WB: pp. 4–10, 12–14, 16–21 SB: pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153 TM: pp. 48, 50, 56, 60, 62 63, 65 67, 72	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94 96, 98	WB: pp. 15, 17, 21, 25, 27, 31, 37, 39, 46 SB: pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 TM: pp. 110 111, 114, 116 117, 120, 124 125	WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14 148, 152 155, 157
W6: WRITING—CONTENT					
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc.).				
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials)				
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences	WB: pp. 4–10, 12–14, 16–21 SB: pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153 TM: pp. 48, 50, 56, 60, 62 63, 65 67, 72	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94 96, 98	WB: pp. 15, 17, 21, 25, 27, 31, 37, 39, 46 SB: pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 TM: pp. 110 111, 114, 116 117, 120, 124 125	WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14 148, 152 155, 157
W6.9	Use a range of different styles of writing for different purposes				

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W6.13	Write supporting points or details for a statement, position or argument on a familiar topic	WB: pp. 4–10, 12–14, 16–21 SB: pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153 TM: pp. 48, 50, 56, 60, 62, 63, 65, 67, 72	WB: pp. 25, 29, 31, 33, 35, 37, 39, 41, 43, 46 TM: pp. 80–84, 90, 92, 94, 96, 98	WB: pp. 15, 17, 21, 25, 27, 31, 37, 39, 46 SB: pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 TM: pp. 110, 111, 114, 116, 117, 120, 124, 125	WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14, 148, 152, 155, 157
W7: WRITING FOR VARIED PURPOSES					
W7.1	Complete simple forms				
W7.2	Complete complex forms (e.g., rental, insurance, pay statements)				
W7.3	Write simple instructions				
W7.4	Write detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)				
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials)	WB: pp. 5, 9, 13, 19, 25, 29, 31, 35, 37, 39, 45, 46 SB: pp. 25, 108, 113, 141	WB: pp. 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 33, 35, 37, 39, 41, 43, 46, 47 TM: pp. 76–86, 88, 92, 94, 98	WB: pp. 5, 7, 9, 13, 18, 19, 33, 35, 41, 43, 46, 47 SB: pp. 11, 17, 33, 57, 73, 96, 111, 159, 173, 202 TM: pp. 103, 105, 107, 109, 112, 121, 122, 126, 127	WB: pp. 5, 12–13, 16–19, 27, 29, 40–41, 47–48 SB: pp. 5, 12–13, 16–17, 18–19, 27, 29, 40–41 TM: pp. 133–135, 138, 141, 142, 146, 148, 155
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports)				
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries)	WB: pp. 12, 13, 23, 32–33 TM: pp. 48, 55, 60, 61, 62, 64, 67, 69,		WB: pp. 23, 28, 29 TM: pp. 115, 116, 119, 122	WB: pp. 30–33 SB: p. 175 TM: pp. 138, 139, 142, 143, 149, 150, 154

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W8: WRITING—ACADEMIC-ORIENTED SKILLS					
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)				WB: pp. 7, 9, 11, 15, 20–25, 34–39, 42–43, 45 SB: pp. 12, 21, 35, 70, 100, 116, 125, 133, 158–159, 166, 192, 200 TM: pp. 131–132, 134–141, 143, 145, 14 148, 152 155, 157
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration				
W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations				
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics		TM: p. 80		TM: pp. 135 136, 141, 143 144, 154 155