

**Scholastic's Read 180 Enterprise Edition, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 10**

New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
Reading and Listening for Comprehension - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
9-12 Benchmark I-A: Listen to, read, react to, and analyze information	
<p>1. Produce reminiscences (about a person, event, object, place, animal) that engages the audience by:</p> <ul style="list-style-type: none"> • using specific sensory details with purpose • explaining significance from an objective perspective • moving effectively between past and present • recreating a mood 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Write a Personal Narrative <u>rBook Teaching Guide:</u> 228 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126</p> <p>Write a Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write a Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Write a Realistic Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 26-30</p> <p>Write an Autobiographical Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 20-24</p> <p>Write a Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</p>
<p>2. Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts.</p>	<p>Selected Examples Include:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 72-77, 248</p>

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	<p>Reader Response The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Respond to Ideas and Issues Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers.</p> <p><u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p> <p>Personal Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 38-43</p> <p>Write a Letter or Thank You Note <u>RDI Book 2 – Writing and Grammar Strategies:</u> 146-150 <u>Topic Software Teaching Resources:</u> 234, 273, 279-280 <u>Audiobook Teaching Resources:</u> 29, 31, 37, 41, 46, 49-50 <u>Paperbacks Teaching Resources:</u> 102, 136</p>

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<p>3. Create responses that evaluate problems and offer solutions to a reader or listener by:</p> <ul style="list-style-type: none"> • clearly stating the problem and relevant issues • determining the significance of the problem • focusing on a neutral audience • logically organizing the solutions for a specific audience • offering and evaluating effective solutions • creating a sense of resolution or closure 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers.</p> <p><u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>
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<p>4. Evaluate the information, explanations, or ideas of others by:</p> <ul style="list-style-type: none"> • identifying clear, reasonable criteria for evaluation • applying those criteria using reasoning and substantiation 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Reading and Listening for Comprehension - Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	
<p>9-12 Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum</p>	
<p>1. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be</p>

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	<p>used in guiding discussion of the Software passages, Audiobooks, and Paperbacks. <u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Social Studies Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 74-78</p> <p>Science Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-108</p>
<p>3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Social Studies Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 74-78</p> <p>Science Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-108</p>
<p>Reading and Listening for Comprehension - Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	
<p>9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	

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<p>1. Examine controversial issues by:</p> <ul style="list-style-type: none"> • sharing and evaluating personal response 	<p>Selected Examples Include:</p> <p>Reading <u>Enterprise Matches</u> The <i>Read180</i> selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to meet this objective.</p> <p>See, for example:</p> <p><u>rBook Teaching Guide:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413</p> <p><u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
<ul style="list-style-type: none"> • researching and summarizing data 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing an Opinion</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
<ul style="list-style-type: none"> developing a framework in which to discuss the issue (creating the context) 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Reading The <i>Read180</i> selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to meet this objective. See, for example: Social Studies Nonfiction <u>rBook Teaching Guide:</u> Government Office Worker 234; In Their Own Words 214; MTV Unplugged 84; Right on the Money 114; Rockers, Rappers, and Freedom of Speech 90; Youth Crime...Adult Time 194</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 346, 347, 348, 349, 350, 351, 352, 353, 355, 356, 357, 358, 360, 361, 366, 380, 382, 383, 388, 389, 391, 392, 393, 395, 397, 399, 400, 401, 402, 413</p> <p><u>Paperbacks Teaching Resources:</u> Gym Rats: True Stories About Punching, Pedaling, and Powerlifting, Behind the Wheel and Behind the Scenes, Super Jobs in Comic Books</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47</p>

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	<p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p> <p><u>Topic Software Teaching Resources:</u> 225</p> <p><u>Audiobook Teaching Resources:</u> 28</p>
<ul style="list-style-type: none"> • compiling personal responses and researched data to organize the argument 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
<ul style="list-style-type: none"> • presenting data in various forms (e.g., graph, essay, speech, video) 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p>

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	<p><u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286</p> <p><u>Audiobook Teaching Resources:</u> 47</p> <p><u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Speech</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139</p> <p><u>Topic Software Teaching Resources:</u> 225</p> <p><u>Audiobook Teaching Resources:</u> 28</p>
<p>2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> • making generalizations supported by specific references • reflecting on observations and their relationship to a current viewpoint • distinguishing fact from fiction and recognizing personal bias 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>3. Identify critical questions that would lead to a broader understanding of a selection.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p>

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	<p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>4. Identify complex literary terms and find examples in text.</p>	<p>The Following Matches Support this Objective:</p> <p>Word Challenge <u>rBook Teaching Guide:</u> 20, 44, 72, 96, 120, 146, 170, 194, 222</p> <p>Specialized Vocabulary <u>Topic Software Teaching Resources:</u> The Word Zone activities and decoding tips associated with passages on the Software give students opportunities to develop specialized vocabulary.</p> <p><u>Teacher Materials</u> <u>Reading Strategies Book:</u> 16, 34, 64, 79, 159, 243</p> <p>Identify Vocabulary <u>Topic Software Teaching Resources:</u> Each segment of the <i>READ180</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><u>Audiobook Teaching Resources:</u> As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p>

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	<p><u>RDI Book 1- Reading Skills and Strategies:</u> 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 143, 145, 148, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247</p>
<p>5. Read critically and independently to draw conclusions from research.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Social Studies Report <u>Teacher Materials</u> <u>Writing and Grammar Strategies Book:</u> 80-85</p> <p>Science Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 104-108</p> <p>Social Studies Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 74-78</p> <p>Research Skills <u>RDI Book 2-Writing and Grammar Strategies:</u> 172, 173</p>
<p>Reading and Listening for Comprehension - Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	
<p>9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.</p>	
<p>1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> • accessing cultural information or explanations from print and non-print media sources 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole</p>

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	<p>Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<ul style="list-style-type: none"> • prioritizing and organizing information to construct a complete and reasonable explanation 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>The <i>READ180</i> Software, Audiobooks, and Paperbacks components provide reading instruction activities that practice inductive and deductive reasoning skills in a variety of complex oral, written, and visual texts.</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>2. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> • introduce and develop a main idea • choose and incorporate significant, supporting, relevant 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <u>En rBook Teaching Guide:</u> <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide</p>

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<p>details</p> <ul style="list-style-type: none"> • relate the structure/organization to the ideas • use effective word choice as a basis for coherence • achieve a sense of completeness and closure 	<p>Small Group and Whole Group discussion of the text.</p> <p>Main Idea and Details rBook Teaching Guide: 8C, 10-19, 41, 243 RDI Book 1- Reading Skills and Strategies: 292, 293, 420, 421 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p>Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141) rSkills Test Book: Test 1 & 2</p> <p>Read for Detail rBook Teaching Guide: 17, 63 RDI Book 1- Reading Skills and Strategies: 288, 289, 418 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p>Paperbacks Teaching Resources: The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141)</p>

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	<p>rSkills Test Book: Test 1 & 2 Discuss Reading Materials and Ideas</p> <p><u>Teacher Materials</u></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> <p>Reading Strategies Book: The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p> <p>Main Idea</p> <p><u>Student Materials</u></p> <p>Software: 1.2, L1-4; 2.2, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.4, L1-4; 4.1, L1-4; 4.2, L1-4; 4.3, L2-4; 4.4, L1-4; 5.1, L1-4; 5.2, L1-4; 5.4, L1-4; 6.1, L1-4; 6.3, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.3, L1-4; 8.2, L1-4; 9.1, L1-4; 9.2, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Within Reach</i></p> <p><u>Teacher Materials</u></p> <p>Teacher's Guide: Software: 52, 55, 60, 64, 67, 78, 102 Paperbacks: 149, 203</p> <p>Teacher's Resource Book: 236, 317</p> <p>Reading Strategies Book: 18, 90, 166</p> <p>Read for Detail</p> <p><u>Student Materials</u></p> <p>Software: 1.1, L1-4; 1.2, L1-4; 2.1, L1-4; 2.3, L1-4; 2.4, L1-4; 3.1, L1-4; 3.3, L1-4; 3.4, L1-4; 4.2, L1-4; 4.3, L1-4; 4.4, L1-4; 5.3, L1-4; 5.4, L1-4;</p>

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	<p>6.2, L1-4; 6.4, L1-4; 7.1, L1-4; 7.2, L1-4; 7.4, L1-4; 8.1, L1-4; 8.3, L1-4; 9.2, L1-4; 9.3, L1-4; 9.4, L1-4</p> <p>Audiobooks (Reading Coach Modeling): <i>Within Reach</i> <i>Whirligig</i> <i>Torn Thread</i> <i>The Rumpelstiltskin Problem</i> <i>Speak</i> <i>Holes</i> <i>Soldier's Heart</i></p> <p><u>Teacher Materials:</u> Teacher's Guide: Software: 58, 77, 91, 102 Audiobooks: 135 Paperbacks: 151, 173, 217</p> <p>Teacher's Resource Book: 221, 239, 272, 338</p> <p>Reading Strategies Book: 81, 153</p>
<p>3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</p>	<p>The Following Matches Support this Objective:</p> <p>Reading <u>Enterprise Matches</u> The <i>Read180</i> Enterprise selections are Narrow Reading units that delve deeply into one focused real-world issue, are sequenced in order of increasing difficulty, and provide opportunities to meet this objective. See, for example:</p> <p>Life Issues Nonfiction <u>rBook Teaching Guide:</u> Day the Music Died, The 86; Homeboy to the Rescue 16; Life Skills Counselor 28; Life With a Half Brain 166; Money Matters 108; Right on the Money 114; Teen Boot Camp 186; Too Tough on Teens? 188</p>

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	<p><u>Topic Software Teaching Resources:</u> The <i>READ180</i> Software gives the students experience in reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p><u>Audiobook Teaching Resources:</u> As the students read along with the Audiobooks, they experience reading a variety of high quality, traditional, classical and contemporary literary works.</p> <p>Reproducible copies of the Topic CD passages provide additional opportunities for students to read a variety of high quality, traditional, classical and contemporary literary works.</p>
<p>4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
<p>Writing and Speaking for Expression - Content Standard II: Students will communicate effectively through speaking and writing.</p>	
<p>9-12 Benchmark II-A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language</p>	

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
<p>1. Produce responses to editorials/literature for a neutral audience by providing:</p> <ul style="list-style-type: none"> • a clearly stated position or proposed solution • relevant, reliable support 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Reader Response The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>The Quick Writes for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>Respond to Ideas and Issues Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers.</p> <p><u>Topic Software Teaching Resources:</u> 285 <u>Audiobook Teaching Resources:</u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u>Paperbacks Teaching Resources:</u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132</p>
<p>2. Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p>

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
	<p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Writing an Opinion <u>Teacher Materials</u> <u>Writing and Grammar Strategies Book:</u> 104-109</p> <p>Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Biographical Narrative <u>RDI Book 2 – Writing and Grammar Strategies:</u> 32-36</p> <p>Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p>

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<p>3. Defend argumentative positions on literary and non-literary issues by:</p> <ul style="list-style-type: none"> • sharing and evaluating initial personal response • presenting researched and summarized information • creating a context to discuss the issue • researching and compiling data to organize the argument • presenting data 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive <u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p>
<p>Writing and Speaking for Expression - Content Standard II: Students will communicate effectively through speaking and writing.</p>	
<p>9-12 Benchmark II-B: Apply grammatical and language conventions to communicate</p>	
<p>1. Demonstrate appropriate manuscript requirements that include title page, pagination, spacing and margins, and integration of source and support material (e.g., citations, reference lists, direct quotations) with appropriate punctuation and format.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive <u>rBook Teaching Guide:</u> 196-199, 244</p> <p>Narrative <u>rBook Teaching Guide:</u> 46-49, 224-227, 244</p>

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	<p>Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p>
<p>2. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Expository <u>rBook Teaching Guide:</u> 22-25, 98-101, 243</p> <p>Persuasive <u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p>News Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 86-90 <u>Topic Software Teaching Resources:</u> 220 <u>Audiobook Teaching Resources:</u> 53 <u>Paperbacks Teaching Resources:</u> 100, 104, 106, 118, 130, 137</p> <p>Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p>

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
Speaking and Writing for Expression - Content Standard II: Students will communicate effectively through speaking and writing.	
9-12 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade	
1. Write to stimulate the emotions of the reader.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive <u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
<p>2. Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as:</p> <ul style="list-style-type: none"> • examples and details • commonly accepted beliefs • expert opinions • quotations and citations • cause and effect • comparison and contrast reasoning 	<p>The Following Selected Matches Support this Objective:</p> <p>Persuasive <u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p>

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
<p>3. Differentiate among literal, figurative, and connotative meanings.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Persuasive <u>rBook Teaching Guide:</u> 122, 172-175, 243</p> <p>Literature Response <u>rBook Teaching Guide:</u> 74-77, 244</p> <p>Literature Review <u>rBook Teaching Guide:</u> 148-151, 244</p> <p>Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 80-85, 86-91</p> <p>Persuasive Essay <u>rBook Teaching Guide:</u> 120-125, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-138</p> <p>Persuasive Speech <u>RDI Book 2 – Writing and Grammar Strategies:</u> 134-139 <u>Topic Software Teaching Resources:</u> 225 <u>Audiobook Teaching Resources:</u> 28</p> <p>Writing an Opinion <u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120 <u>Topic Software Teaching Resources:</u> 222, 230, 239, 248, 253, 255-257, 260-262, 265, 266, 275, 284-286 <u>Audiobook Teaching Resources:</u> 47 <u>Paperbacks Teaching Resources:</u> 84, 98, 102, 128</p> <p>Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Informative Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p>

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Literature and Media - Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
9-12 Benchmarks III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures	
1. Analyze actions that reflect motivations based on culture, personal history, environment, and society.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2. Analyze the results of a character's actions on the basis of the character's culture and society.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p><u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246</p> <p><u>Audiobook Teaching Resources:</u> Hamlet – 10, 19, 43, 46 (Resources -33, 34-35, 63-68, 69); Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> Confessions of a Gym Class Dropout (Resources – 57, 58, 135-140, 141); The Perfect Match (Resources – 65, 66, 135-140, 141); Sunny: Diary Two (Resources - 93, 94, 135-140, 141); Slam (Resources – 107, 108, 135-140, 141); Flight to Freedom (Resources – 119, 120, 135-140, 141); The Trouble With Lemons (Resources – 131, 132, 135-140, 141)</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> 306, 307, 430, 431</p> <p><u>rSkills Test Book:</u> Tests 2, 3, & 5</p>
3. Describe the significance of selected works on societies and	The Following Matches Provide Opportunities to Meet this Objective:

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cultures.	<p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
Literature and media - Content Standard III: Students will use literature and media to develop an understanding of people, society, and the self	
9-12 Benchmarks III-B: Understand literary elements, concepts, and genres	
1. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a literary work.	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Discussion <i>Shared Reading</i> and <i>Strategic Reading</i> activities, located in each <i>Read180</i> Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p> <p>Discuss Reading Materials and Ideas The <i>Teaching Resources</i> Guide contains Discussion Questions to be used in guiding discussion of the Software passages, Audiobooks, and Paperbacks.</p> <p><u>RDI Book 1- Reading Skills and Strategies:</u> The passages in the <i>READ180 Reading Strategies</i> book are discussed with guidance from the teacher.</p>
2. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Sequence of Events <u>rBook Teaching Guide:</u> 32C, 34-43, 60, 64, 91, 243 <u>RDI Book 1- Reading Skills and Strategies:</u> 290, 291, 419</p>

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	<p><u>Topic Software Teaching Resources:</u> 1.3: 79-82, 219-220, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 3.2: 107-110, 233-234, 287; 3.3: 111-114, 235-236, 287; 4.1: 119-122, 239-240, 287; 5.1: 135-138, 247-248, 287; 7.3: 175-178, 267-268, 287; 7.4: 179-182, 269-270, 287; 8.4: 195-198, 277-278, 287; 9.2: 203-206, 281-282, 287; 9.4: 211-214, 285-286, 287</p> <p><u>Paperbacks Teaching Resources:</u> The Big Bug (Resources – 55, 56, 135-140, 141); Dangerous Game (Resources – 75, 76, 135-140, 141); Emma (Resources – 99, 100, 135-140, 141); The Greatest: Muhammad Ali (Resources – 121, 122, 135-140, 141)</p> <p><u>Audiobook Teaching Resources:</u> Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69)</p> <p><u>rSkills Test Book:</u> Test 1 & 2</p> <p>Figurative Language <u>rBook Teaching Guide:</u> 136, 242</p> <p>Mood <u>rBook Teaching Guide:</u> 63, 67, 143, 144, 242</p> <p>Metaphor <u>rBook Teaching Guide:</u> 142, 246 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 230-231</p> <p>Simile <u>rBook Teaching Guide:</u> 145 <u>RDI Book 3-Strategies for English Language Learners:</u> 60</p> <p>Onomatopoeia <u>rBook Teaching Guide:</u> 145, 242</p> <p>Alliteration/Rhythm <u>rBook Teaching Guide:</u> 144, 242</p> <p>Idioms <u>rBook Teaching Guide:</u> 10, 36, 88, 93, 170, 188, 208, 214, 216 <u>RDI Book 3-Strategies for English Language Learners:</u> 67</p>

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<p>3. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> • introduce and develop a main idea • choose and incorporate relevant details • relate the organization to the ideas • use effective word choice as a basis for coherence • achieve a sense of completeness and closure 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Main Idea and Details rBook Teaching Guide: 8C, 10-19, 41, 243 RDI Book 1- Reading Skills and Strategies: 292, 293, 420, 421 Topic Software Teaching Resources: 1.2: 75-78, 217-218, 287; 2.2: 91-94, 225-226, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.4: 115-118, 237-238, 287; 4.1: 119-122, 239-240, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.1: 135-138, 247-248, 287; 5.2: 139-142, 249-250, 287; 5.4: 147-150, 253-254, 287; 6.1: 151-154, 255-256, 287; 6.3: 159-162, 259-260, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.3: 175-178, 267-268, 287; 8.2: 187-190, 273-274, 287; 9.1: 199-202, 279-280, 287; 9.2: 203-206, 281-282, 287</p> <p>Paperbacks Teaching Resources: NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p> <p>Read for Detail rBook Teaching Guide: 17, 63 RDI Book 1- Reading Skills and Strategies: 288, 289, 418 Topic Software Teaching Resources: 1.1: 71-74, 215-216, 287; 1.2: 75-78, 217-218, 287; 2.1: 87-90, 223-224, 287; 2.3: 95-98, 227-228, 287; 2.4: 99-102, 229-230, 287; 3.1: 103-106, 231-232, 287; 3.3: 111-114, 235-236, 287; 3.4: 115-118, 237-238, 287; 4.2: 123-126, 241-242, 287; 4.3: 127-130, 243-244, 287; 4.4: 131-134, 245-246, 287; 5.3: 143-146, 251-252, 287; 5.4: 147-150, 253-254, 287; 6.2: 155-158, 257-258, 287; 6.4: 163-166, 261-262, 287; 7.1: 167-170, 263-264, 287; 7.2: 171-174, 265-266, 287; 7.4: 179-182, 269-270, 287; 8.1: 183-186, 271-272, 287; 8.3: 191-194, 275-276, 287; 9.2: 203-206, 281-282, 287; 9.3: 207-210, 283-284, 287; 9.4: 211-214, 285-286, 287</p> <p>Paperbacks Teaching Resources: The Odyssey (Resources – 63, 64, 135-140, 141); Stargirl (Resources – 91, 92, 135-140, 141)</p> <p>rSkills Test Book: Test 1 & 2</p>
<p>New Mexico Curriculum Framework for Language Arts and Social Studies</p>	<p>Scholastic's Read 180 Stage C/Page 28 12/11/2006</p> <p>Discussion Enterprise Matches <i>Shared Reading and Strategic Reading</i> activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide Small Group and Whole Group discussion of the text.</p>

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