

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

New Mexico Standard	Stage C Match
Reading and Listening for Comprehension - Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Grade 12 c	
9-12 Benchmark I-A: Listen to, read, react to, and analyze information	
<p>1. Express reflections and reactions to print and non-print texts as well as to personal experience by:</p> <ul style="list-style-type: none"> • composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas • responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's use of language and how the writer relates to the subject so that the audience will empathize, 	<p>Selected Examples Include:</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>Reflective Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 62-67</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. <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>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>

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Analyze and critique texts from various perspectives and approaches by:</p> <ul style="list-style-type: none"> • developing critiques based on establishing and applying clear, credible criteria for evaluation • substantiating assessments with reasons and evidence 	<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>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. Identify and defend research questions and topics that will be important in the future.</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>

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.</p>	<p>The Following Selected 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>Using Resources <u>RDI Book 2-Writing and Grammar Strategies:</u> 172, 173</p>
<p>3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 80-85, 86-91</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>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>Reading and Listening for Comprehension - Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems	
<p>1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection • specifying the nature of an issue, including claims made and the reasoning that supports those claims • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Narrowing and Choosing a Topic <u>RDI Book 2 – Writing and Grammar Strategies:</u> 170-171</p> <p>Using Resources <u>RDI Book 2 – Writing and Grammar Strategies:</u> 172, 173</p> <p>Persuasive <u>Enterprise Matches</u> 122, 172-175, 243</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>

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.</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>3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.</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>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>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Read a wide variety of informational and literary texts and selections to:</p> <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base 	<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:</p> <p>Life Issues Nonfiction</p> <p><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> <p><u>Paperbacks Teaching Resources:</u> Yo Yolanda! Advice from an Expert, Hot Tracks: Careers in the Music Business, Black Diamond, The Worst Case Scenario Survivor Handbook</p> <p><u>Audiobook Teaching Resources:</u> The <i>Read180 Audiobooks</i> are authentic literature titles accompanied by audiocassettes that provide opportunities for students to read to accomplish various purposes, both assigned and self-selected.</p>
<p>2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Literature & Culture</p> <p><u>rBook Teaching Guide:</u> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p> <p>The Read180 program provides a variety of readings across many genres and cultural diversities. There are three stages of instruction and support, each including three levels of difficulty.</p>

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Theme <u>RDI Book 1-Reading Skills and Strategies:</u> 312, 313, 436</p> <p>The <i>React and Discuss</i> activities, located in the Shared Reading sections in each <i>Read180</i> selection, use discussion with peers as a way of understanding information.</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>
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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).</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 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>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>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>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.</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> <p>News Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 56-61</p> <p>Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</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>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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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures).</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> <p>News Article <u>Teacher Materials</u> Writing and Grammar Strategies Book: 56-61</p> <p>Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</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>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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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>3. Organize and deliver an argument so that an intended audience will respond by:</p> <ul style="list-style-type: none"> • wording the claim clearly • specifying convincing reasons to support the claim • adopting a stance and appropriate tone toward the issue 	<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>4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</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>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>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Narrative <u>rBook Teaching Guide:</u> 46-51, 176-177, 228-233, 298</p> <p>Descriptive <u>rBook Teaching Guide:</u> 200-205, 248</p> <p>Persuasive <u>rBook Teaching Guide:</u> 120-125, 247</p> <p>Literature Response <u>rBook Teaching Guide:</u> 72-77, 248, 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>
<p>Speaking and Writing for Expression - Content Standard II: Students will communicate effectively through speaking and writing.</p>	
<p>9-12 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade</p>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others.</p>	<p>The Following Matches Support this Objective:</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>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>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> <p>Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 80-85, 86-91</p>
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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Use the elements of satire in persuasive writing.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</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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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>3. Analyze own work for:</p> <ul style="list-style-type: none"> • consistency of facts, ideas, tone, voice • development of argument or plot • clarity and conciseness 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</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>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>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 Article <u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96 <u>Topic Software Teaching Resources:</u> 255</p> <p>Informative Essay <u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Report <u>RDI Book 2-Writing and Grammar Strategies:</u> 80-85, 86-91</p>
<p>Literature and Media - Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</p>	
<p>9-12 Benchmarks III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures</p>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives.</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>
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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.</p>	<p>The Following 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:</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> <p><u>Paperbacks Teaching Resources:</u> Yo Yolanda! Advice from an Expert, Hot Tracks: Careers in the Music Business, Black Diamond, The Worst Case Scenario Survivor Handbook</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>Literature and media - Content Standard III: Students will use literature and media to develop an understanding of people, society, and the self</p>	
<p>9-12 Benchmarks III-B: Understand literary elements, concepts, and genres</p>	

Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>1. Identify significant themes and concepts in literary works as they relate to the reader.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Analyze Theme <u>RDI Book 1-Reading Skills and Strategies:</u> 312, 313, 436</p> <p>Identify Theme <u>rBook Teaching Guide:</u> 58, 61, 63, 65, 133, 135, 149, 245, 246</p> <p><u>Audiobook Teaching Resources:</u> Lord of the Flies – 23, 89, 102, 143 (Resources – 36, 37-38, 63-68, 69)</p> <p><u>Paperbacks Teaching Resources:</u> In Your Face: Poems About Real Life (Resources – 85, 86, 135-140, 141); The Plague (Resources -87, 88, 135-140, 141); Aquamarine (Resources – 87, 88, 135-140, 141)</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>
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Scholastic's Read 180, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 12

<p>2. Analyze thematic connections among literary works by using specific references to show how a theme is universal.</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>
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