

**Scholastic's Read 180 Enterprise Edition, Stage C
correlated to
New Mexico Curriculum Framework for Language Arts
Grade 9**

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. Narrate experiences that offer:</p> <ul style="list-style-type: none"> • scenes and incidents located effectively in time and place • impressions of being in a setting and a sense of engagement in the events occurring • appreciation for the significance of the account • a sense of the narrator's personal voice 	<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>

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<p>2. Instruct an audience in how to perform a specific operation or procedure by:</p> <ul style="list-style-type: none"> • considering the audience's degree of knowledge or understanding • providing complete and accurate information • using visuals and media to make effective presentations and products • using layout and design elements to enhance presentations and products 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>How-to Paragraph <u>RDI Book 2 – Writing and Grammar Strategies:</u> 140-144</p> <p>Write Instructions <u>RDI Book 2 – Writing and Grammar Strategies:</u> 140-144</p> <p>Real-World Skills <u>rBook Teaching Guide:</u> 29, 53, 79, 103, 127, 159, 183, 207, 235</p>

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<p>3. Form and refine a question for investigation using a topic of personal choice and answer that question by:</p> <ul style="list-style-type: none"> • deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media) • prioritizing and organizing information • incorporating effective media and technology to inform or explain reporting in an appropriate form for a specified audience 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Brainstorm <u>rBook Teaching Guide:</u> 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Plan <u>rBook Teaching Guide:</u> 24, 48, 74, 98, 122, 154, 178, 202, 230</p> <p>Choosing/Narrowing a Topic <u>RDI Book 2 – Writing and Grammar Strategies:</u> 170-171</p> <p>Organizing/Taking Notes <u>RDI Book 2 – Writing and Grammar Strategies:</u> 172, 174, 175</p> <p>Outline <u>RDI Book 2 – Writing and Grammar Strategies:</u> 175-177</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>Write a Science Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Social Studies Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 74-78</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>	

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<p>1. Use a variety of techniques for researching topics including:</p> <ul style="list-style-type: none"> • cross-referencing while gathering information • summarizing dialogue • using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources) 	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Sources <u>RDI Book 2 – Writing and Grammar Strategies:</u> 172, 173</p> <p>Taking/Organizing Notes <u>RDI Book 2 – Writing and Grammar Strategies:</u> 172, 174, 175</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>Write a Science Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Social Studies Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 74-78</p>
<p>2. Synthesize a variety of types of visual information including pictures and symbols.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Text Features <u>rBook Teaching Guide:</u> 34, 71</p> <p>Bar Graph <u>rBook Teaching Guide:</u> 18, 116</p> <p>Chart <u>rBook Teaching Guide:</u> 42</p> <p>Circle Graph <u>rBook Teaching Guide:</u> 92</p> <p>Diagram <u>rBook Teaching Guide:</u> 172</p>

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	<p>Map <u>rBook Teaching Guide:</u> 196</p> <p>Time Line <u>rBook Teaching Guide:</u> 220</p> <p>Write a Caption, Ad, Label <u>Topic Software Teaching Resources:</u> 241, 242, 245, 250, 253, 254, 263, 279-280 <u>Audiobook Teaching Resources:</u> 28, 44, 61 <u>Paperbacks Teaching Resources:</u> 82, 86, 112</p> <p>Chart-making <u>RDI Book 3-Strategies for English Language Learners:</u> 48</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>Write a Science Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108</p> <p>Write a Social Studies Report <u>RDI Book 2 – Writing and Grammar Strategies:</u> 74-78</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 texts for arguments and develop informed opinions by:</p> <ul style="list-style-type: none"> • examining relevant reason and evidence • noting the progression of ideas that substantiate the proposal • analyzing the style, tone, and use of language for a particular effect • identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases • identifying and analyzing rhetorical strategies that support proposals 	<p>The Following Matches Provide Opportunities to Meet this Objective:</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. See, for example:</p> <p>Social Studies Nonfiction</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>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>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. Support informed opinions by</p>	<p>Literature Review</p>

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<p>providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</p>	<p><u>Enterprise Matches</u> 152-157, 248</p> <p>Review (Play, Movie, Music, Book) <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234 <u>Paperbacks Teaching Resources:</u> 135</p> <p>Write an Opinion with Reasons <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>3. Create and use criteria to evaluate the effectiveness of communication.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Peer Assessment <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 13</p> <p>Assessment Rubrics <u>rBook Teaching Guide:</u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u>RDI Book 2-Writing and Grammar Strategies:</u> 264-269 <u>Topic Software Teaching Resources:</u> 290 <u>Test-Taking Strategies Book:</u> 132</p> <p>Literature Review</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</p>
<p>4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p><u>rBook Teaching Guide:</u> 152-157, 248 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</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>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>	

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<p>1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> • demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection • demonstrating comprehension of major ideas • summarizing major steps • determining accuracy and clarity of the selection 	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Using Resources <u>RDI Book 3-Strategies for English Language Learners:</u> 172, 173</p> <p>Write a Social Studies Report <u>RDI Book 3-Strategies for English Language Learners:</u> 74-78</p> <p>Write a Science Report <u>RDI Book 3-Strategies for English Language Learners:</u> 104-108</p>
<p>2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p>	<p>The Following Matches Support this Objective:</p> <p>Reading <u>rBook Teaching Guide:</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. See, for example:</p> <p>Literature & Culture <u>rBook Teaching Guide:</u> <i>Ambush</i> 60 <i>Amigo Brothers</i> 134 <i>In Their Own Words</i> 214 <i>MTV Unplugged</i> 84 <i>Music Video Producer</i> 102 <i>Names, The</i> 66</p> <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>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>

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	<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><u>RDI Book 1-Reading Skills and Strategies:</u> 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 78, 81, 82, 85, 86, 89, 90, 93, 94, 97, 98, 101, 102, 105, 106, 109, 110, 113, 114, 117, 118, 121, 122</p>
<p>3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p>	<p>The Following Matches Support this Objective:</p> <p>Reading <u>rBook Teaching Guide:</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> <i>Day the Music Died, The</i> 86 <i>Homeboy to the Rescue</i> 16 <i>Life Skills Counselor</i> 28 <i>Life With a Half Brain</i> 166 <i>Money Matters</i> 108 <i>Right on the Money</i> 114 <i>Teen Boot Camp</i> 186 <i>Too Tough on Teens?</i> 188</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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<p>4. Scan reading selections to determine whether a text contains relevant information.</p>	<p>Skim and Scan <u>RDI Book 1- Reading Skills and Strategies:</u> 314 <u>Topic Software Teaching Resources:</u> The <i>READ 180</i> Software gives the students the opportunity to scan a passage to determine relevant information and skim the text to locate specific information.</p> <p><u>Audiobook Teaching Resources:</u> As the students read along with the Audiobooks, they are provided opportunities to scan a passage to determine relevant information and skim the text to locate specific information.</p> <p>Reproducible copies of the Topic CD passages provide additional opportunities for students to scan a passage to determine relevant information and skim the text to locate specific information.</p> <p><u>RDI Book 1-Reading Skills and Strategies:</u> 149, 246</p>
<p>5. Use discussion with peers as a way of understanding information.</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>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>6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Using Resources <u>RDI Book 2-Writing and Grammar Strategies:</u> 172, 173</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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<p>1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p><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. Ask questions to broaden and enrich discussions.</p>	<p>The Following Matches Support this Objective:</p> <p><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><u>rBook Teaching Guide:</u> 10, 12, 14, 16, 34, 36, 38, 40, 58, 84, 86, 90, 108, 110, 114, 166, 170, 172, 188, 192, 194, 214</p>
<p>3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</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>

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	<p>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</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 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. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</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>Literature Review <u>RDI Book 2 – Writing and Grammar Strategies:</u> 122-126 <u>Topic Software Teaching Resources:</u> 234</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 an Opinion</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 116-120</p> <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>
Writing and Speaking for Expression - Content Standard II: Students will communicate effectively through speaking and writing.	
9-12 Benchmark II-B: Apply grammatical and language conventions to communicate	
1. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation.	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Descriptive Writing <u>RDI Book 2 – Writing and Grammar Strategies:</u> 44-48, 50-54, 56-60, 62-67, <u>Topic Software Teaching Resources:</u> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <u>Audiobook Teaching Resources:</u> 34, 40, 43, 56, 58-59, 61-62 <u>Paperbacks Teaching Resources:</u> 56, 60, 64, 68, 72, 92, 98, 126, 130</p>
2. Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice.	<p>The focus of the <i>READ 180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p> <p>Expository Writing <u>rBook Teaching Guide:</u> 22-27, 96-101, 247 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 68-72, 74-78, 80-84, 92-96, 110-115, 86-90, 98-102, 104-108 <u>Topic Software Teaching Resources:</u> 224</p> <p>Descriptive Writing</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 44-48, 50-54, 56-60, 62-67,</p> <p><u>Topic Software Teaching Resources:</u> 215, 230, 231, 232, 234-238, 240, 252, 254, 267</p> <p><u>Audiobook Teaching Resources:</u> 34, 40, 43, 56, 58-59, 61-62</p> <p><u>Paperbacks Teaching Resources:</u> 56, 60, 64, 68, 72, 92, 98, 126, 130</p>
<p>3. Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p>Run-On Sentences <u>rBook Teaching Guide:</u> 76, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 242-243 <u>rSkills Test Book:</u> Test 2</p> <p>Verbs <u>rBook Teaching Guide:</u> 100, 124, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 198, 199, 210, 211, 206, 207, 208, 209, 204, 205, 202, 203, 200, 201 <u>RDI Book 3-Strategies for English Language Learners:</u> 51 <u>rSkills Test Book:</u> Test 3</p> <p>Subject-Verb Agreement <u>rBook Teaching Guide:</u> 156, 249 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 192, 193, 200-203 <u>rSkills Test Book:</u> Test 3</p> <p>General Grammar Instruction <u>rBook Teaching Guide:</u> T64, 249</p> <p>Subject and Object Pronouns <u>rBook Teaching Guide:</u> 180, 250 <u>RDI Book 2- Writing and Grammar Strategies:</u> 212-213 <u>rSkills Test Book:</u> Test 4</p> <p>Comparatives and Superlatives <u>rBook Teaching Guide:</u> 185B <u>RDI Book 2- Writing and Grammar Strategies:</u> 220-221</p>

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	<p>Sentences and Fragments <u>rBook Teaching Guide:</u> 26, 50, 249 <u>RDI Book 2- Writing and Grammar Strategies:</u> 234-235</p> <p>Sentence Fragments <u>rBook Teaching Guide:</u> 233, 249 <u>rSkills Test Book:</u> Tests 1 & 5</p> <p>Adjectives <u>rBook Teaching Guide:</u> 204, 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 218-221 <u>RDI Book 3-Strategies for English Language Learners:</u> 24, 39 <u>rSkills Test Book:</u> Test 4</p> <p>Adverbs <u>rBook Teaching Guide:</u> 232, 250 <u>RDI Book 2 – Writing and Grammar Strategies:</u> 224-227 <u>rSkills Test Book:</u> Test 5</p> <p>Possessives <u>rBook Teaching Guide:</u> 157, 251 <u>RDI Book 2- Writing and Grammar Strategies:</u> 214-217 <u>rSkills Test Book:</u> Test 3</p> <p>Subject and Object Pronouns <u>Enterprise Matches</u> 180, 250</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this objective. See, for example:</p>
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	

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<p>1. Use jargon and/or lingo appropriate for a specific purpose and audience.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Writing <u>rBook Teaching Guide:</u> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298</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>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>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> <p>Report</p>

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	<u>RDI Book 2 – Writing and Grammar Strategies:</u> 104-108
2. Use descriptive language to create images in the mind of the audience.	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p>Descriptive Writing <u>RDI Book 2 – Writing and Grammar Strategies:</u> 44-48, 50-54, 56-60, 62-67, <u>Topic Software Teaching Resources:</u> 215, 230, 231, 232, 234-238, 240, 252, 254, 267 <u>Audiobook Teaching Resources:</u> 34, 40, 43, 56, 58-59, 61-62 <u>Paperbacks Teaching Resources:</u> 56, 60, 64, 68, 72, 92, 98, 126, 130</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>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>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</p>

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	<p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 110-115</p> <p>Informative Article</p> <p><u>RDI Book 2 – Writing and Grammar Strategies:</u> 92-96</p> <p><u>Topic Software Teaching Resources:</u> 255</p> <p>Report</p> <p><u>Teacher Materials</u></p> <p>Writing and Grammar Strategies Book: 80-85, 86-91</p>

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<p>3. Compose written arguments that develop and support informed opinions by:</p> <ul style="list-style-type: none"> • stating a progression of ideas • selecting appropriate style, tone, and use of language for a particular effect • describing and analyzing personal, social, historical, or cultural influences • presenting rhetorical strategies to support the proposal 	<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>4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.</p>	<p>The Following Matches Support this Objective:</p> <p>Word Challenge <u>rBook Teaching Guide:</u> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p>Latin & Greek Roots <u>rBook Teaching Guide:</u> 174 <u>RDI Book 1 – Reading Skills and Strategies:</u> 134, 266, 268 <u>Topic Software Teaching Resources:</u> 1.4 Level 4; 2.1 Level 4; 2.2</p>

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	<p>Level 4; 2.3 Level 4; 3.1 Level 4; 3.2 Level 4; 4.1 Level 4; 4.4 Level 4; 5.1 Level 4; 5.2 Level 4; 7.1 Level 4; 8.1 Level 4; 9.2 Level 4; 9.3 Level 4</p> <p>rSkills Test Book: Tests 4 & 5</p> <p>Vocabulary RDI Book 3-Strategies for English Language Learners: 21, 22, 23, 35, 40, 44, 62</p> <p>Identify Vocabulary Topic Software Teaching Resources: 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>Audiobook Teaching Resources: As the students listen and read along with the Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Teacher Materials Reading Strategies Book: Each lesson includes a vocabulary and word study section which allows students to identify and build vocabulary.</p> <p>Understand Vocabulary rBook Teaching Guide: 20, 44, 70, 94, 118, 150, 174, 198, 226</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>	
<p>1. Compare words and symbols that express a universal theme and reflect upon personal perspective and response.</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</p>

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New Mexico Standards	Scholastic's Read 180 Enterprise Edition, Stage C Matches
	<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>
<p>2. Analyze the way in which literature and media are related to the themes and issues of their historical context.</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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<p>3. Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience:</p> <ul style="list-style-type: none"> • an understanding of a student's personal reactions • a sense of how the reaction results from careful consideration of the text • an awareness of how personal and cultural influences affect the response 	<p>Selected Examples Include:</p> <p>Literature Response <u>rBook Teaching Guide:</u> 72-77, 248</p> <p>Reader Response <u>Audiobook Teaching Resources:</u> The Final Projects for the Software, Audiobooks, and Paperbacks give students the opportunity to respond to what they have read.</p> <p>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>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>	
<p>1. Demonstrate an understanding of why certain literary works may be considered classics.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</p> <p>Graphic Classics</p>

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<p>2. Compare and contrast the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic.</p>	<p><u>Paperbacks Teaching Resources:</u> The Odyssey, Emma, Macbeth</p> <p>The Following Matches Provide Opportunities to Meet this Objective:</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>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. Make thematic connections between literary works and contemporary issues.</p>	<p>The Following Matches Provide Opportunities to Meet this Objective:</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>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. Explain the effects of point of view on the reader's understanding of a literary work.</p>	<p>The Following Matches Support this Objective:</p> <p>Point of View <u>rBook Teaching Guide:</u> 60, 134, 223, 246 <u>RDI Book 1 – Reading Skills and Strategies:</u> 319</p>