

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
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<b>English Language Arts</b>	
<b>Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.</i>	
<b>Phonics and Structural Analysis</b>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<p>1.12.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> <li>• base words</li> <li>• root words</li> <li>• suffixes</li> <li>• prefixes</li> <li>• syllables</li> <li>• compound words</li> </ul>	<p>Suffixes <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134 <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 3; 1.3 Level 3; 2.1 Level 3; 2.2 Level 2; 2.3 Level 3; 3.1 Level 2; 3.3 Level 3 &amp; 4; 3.4 Level 3 &amp; 4; 4.1 Level 3; 5.1 Level 3; 5.2 Level 3; 5.4 Level 3; 6.1 Level 2; 6.1 Level 3; 6.4 Level 3; 7.2 Level 3 &amp; 4; 7.3 Level 3; 8.2 Level 2 &amp; 3; 9.1 Level 3; 9.2 Level 2 &amp; 3; 9.4 Level 2 &amp; 4 <b><u>rSkills Test Book:</u></b> Tests 1 &amp; 2</p> <p>Prefixes <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134 <b><u>Topic Software Teaching Resources:</u></b> 1.1 Level 3; 1.2 Level 3; 2.2 Level 3; 2.3 Level 2; 2.4 Level 3 &amp; 4; 4.2 Level 3; 4.4 Level 3; 6.1 Level 2; 6.2 Level 3 &amp; 4; 6.3 Level 3; 6.4 Level 2, 3 &amp; 4; 7.1 Level 3; 7.2 Level 3; 8.4 Level 2 &amp; 4 <b><u>rSkills Test Book:</u></b> Tests 1 &amp; 3</p> <p>Word Roots <b><u>rBook Teaching Guide:</u></b> 174 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134, 266, 268 <b><u>Topic Software Teaching Resources:</u></b> 1.4 Level 4; 2.1 Level 4; 2.2 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 <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p>

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Nevada English Language Arts Content Standards  
Grades 9-12**

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	<p>Compound Words <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 236 <b><u>Topic Software Teaching Resources:</u></b> 3.3 Level 3; 4.1 Level 3; 7.1 Level 2; 8.2 Level 1</p> <p>Decoding/Syllabication <b><u>rBook Teaching Guide:</u></b> 31A, 55A, 81A, 105A, 129A, 161A, 185A, 209A, 237A <b><u>Topic Software Teaching Resources:</u></b> 5.1 Level 3; 7.3 Level 3; 9.4 Level 3</p>
<b>Vocabulary Development</b>	
<p>1.12.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> <li>• homographs</li> <li>• homophones</li> <li>• syntax</li> <li>• parts of speech</li> <li>• synonyms</li> <li>• antonyms</li> </ul> <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• structural analysis</li> </ul> <p>I/L Apply alphabetic order to locate words in resources.</p> <p>I/L Use resources to find and/ or confirm meaning of</p> <ul style="list-style-type: none"> <li>• unknown words</li> <li>• word origins</li> <li>• Greek word roots</li> <li>• Latin word roots</li> </ul> <p>I/L Evaluate authors' use of connotation and denotation in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> <li>• pictures</li> </ul>	<p>Synonym <b><u>rBook Teaching Guide:</u></b> 44, 174 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 246 <b><u>rSkills Test Book:</u></b> Test 1</p> <p>Antonym <b><u>rBook Teaching Guide:</u></b> 44, 94 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 248 <b><u>rSkills Test Book:</u></b> Test 1</p> <p>Homophone <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 242 <b><u>Topic Software Teaching Resources:</u></b> 4.2 Level 2; 4.3 Level 3; 8.1 Level 1; 8.1 Level 3</p> <p>Context Clues <b><u>rBook Teaching Guide:</u></b> 171, 198 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 238, 254, 264 <b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p> <p>Word Roots <b><u>rBook Teaching Guide:</u></b> 174</p>

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Grades 9-12**

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<ul style="list-style-type: none"> <li>• symbols</li> </ul>	<p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 134, 266, 268</p> <p><b><u>Topic Software Teaching Resources:</u></b> 1.4 Level 4; 2.1 Level 4; 2.2 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><b><u>rSkills Test Book:</u></b> Tests 4 &amp; 5</p> <p>Connotation/Denotation</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 250</p> <p>Using a Dictionary</p> <p><b><u>rBook Teaching Guide:</u></b> 96, 170, 171</p> <p><b><u>rSkills Test Book:</u></b> Tests 2 &amp; 5</p> <p>Glossary</p> <p><b><u>rBook Teaching Guide:</u></b> 234-238</p> <p>Using Resources</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 244, 252</p>
<p><b>Fluency and Comprehension</b></p> <p>1.12.5 I/L Apply knowledge of content-specific vocabulary in text to build comprehension. I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> <li>• prosody</li> <li>• accuracy</li> <li>• automaticity</li> <li>• reading rate</li> </ul>	<p>Vocabulary</p> <p><b><u>rBook Teaching Guide:</u></b> 20, 44, 70, 94, 118, 150, 174, 198, 226</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson includes a vocabulary and word study section which allows students to identify and build vocabulary.</p> <p><b><u>Topic Software Teaching Resources:</u></b> Each segment of the READ180 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><b><u>Audiobooks Teaching Resources:</u></b> As the students listen and read along with the</p>

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	<p>Audiobooks, the Reading Coach guides them through the important vocabulary in each book.</p> <p>Fluency  <b><u>RDI Book 1-Reading Skills and Strategies:</u></b>            Various activities are offered to model, build and assess fluency.  <b><u>Topic Software Teaching Resources:</u></b> The READ180 Software models fluent reading and gives the students experience in reading with fluency.</p>
<b>Reading Strategies</b>	
<b>Content Standard 2.0</b> Students use reading process skills and strategies to build comprehension.	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Before Reading Strategies</b>	
<p>2.12.1 I/L            Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> <li>• preview text</li> <li>• access prior knowledge</li> <li>• build background knowledge</li> <li>• set purpose for reading</li> <li>• make predictions</li> <li>• determine reading rate</li> <li>• determine text type</li> </ul>	<p>Preview Story Elements  <b><u>rBook Teaching Guide:</u></b> 56, 132</p> <p>Build Background            Each instructional unit in the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background and activate prior knowledge.  <b><u>rBook Teaching Guide:</u></b> 8K, 32K, 56M, 82K, 106K, 130M, 162K, 186K, 210K, 40, 212, 214, 222</p> <p>Activate Prior Knowledge            Each instructional unit in the <i>rBook Teaching Guide</i> begins with an Anchor Video to help students form a mental model, build background and activate prior knowledge.  <b><u>rBook Teaching Guide:</u></b> 10, 12, 14, 16, 18, 34, 36, 38, 40, 42, 56, 60, 62, 64, 66, 68, 82, 84, 90, 92, 106, 108, 110, 112, 114, 116, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 168, 170, 172, 186, 188, 190, 192, 194, 196, 212, 214, 216, 218, 220, 224</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b>            Each lesson gives discussion and display ideas</p>

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Grades 9-12**

<b>Nevada Standards</b>	<b>Read 180 Match</b>
	<p>for establishing background and activating prior knowledge</p> <p><b><u>Topic Software Teaching Resources:</u></b> Before reading each of the passages on the READ180 Software, students view a short video to activate prior knowledge.</p> <p><b><u>Audiobooks Teaching Resources:</u></b> In the READ180 Audiobooks, the Reading Coach assists the student in activating prior knowledge by modeling this and other comprehension strategies.</p> <p>Set Purpose</p> <p><b><u>rBook Teaching Guide:</u></b> 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection.</p> <p><b><u>Topic Software Teaching Resources:</u></b> The video segments shown before each READ180 Topic CD passage set the purpose for reading.</p> <p>Make Predictions</p> <p><b><u>rBook Teaching Guide:</u></b> 61, 67, 114, 143, 168</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 318, 438</p> <p><b><u>Paperbacks Teaching Resources:</u></b> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)</p>

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<b>During Reading Strategies</b>	
<p>2.12.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> <li>• use self-correcting strategies</li> <li>• make, confirm, and revise predictions</li> <li>• understand and use key vocabulary</li> <li>• identify main idea and supporting details</li> <li>• make inferences</li> <li>• adjust reading rate</li> <li>• apply knowledge of text type</li> </ul>	<p>Self-Monitoring <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317</p> <p>Predictions <b><u>rBook Teaching Guide:</u></b> 61, 67, 114, 143, 168 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 318, 438 <b><u>Paperbacks Teaching Resources:</u></b> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)</p> <p>Vocabulary <b><u>rBook Teaching Guide:</u></b> 20, 44, 70, 94, 118, 150, 174, 198, 226 <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson includes a vocabulary and word study section which allows students to identify and build vocabulary. <b><u>Topic Software Teaching Resources:</u></b> Each segment of the READ180 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. <b><u>Audiobooks Teaching Resources:</u></b> 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>Main Idea</p> <p><b><u>rBook Teaching Guide:</u></b> 8C, 10-19, 41, 243</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 292, 293, 420, 421</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.2:</b> 75-78, 217-218, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 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><b><u>rSkills Test Book:</u></b> Test 1 &amp; 2</p> <p>Inferences</p> <p><b><u>rBook Teaching Guide:</u></b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 302, 303, 428</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260,</p>

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	<p>287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 5</p> <p>Set Purpose</p> <p><b><u>rBook Teaching Guide:</u></b> 10, 12, 16, 18, 34, 36, 38, 40, 42, 60, 62, 64, 66, 68, 84, 86, 90, 92, 108, 110, 112, 114, 116, 132, 134, 136, 138, 140, 142, 144, 146, 148, 164, 166, 170, 172, 188, 190, 192, 194, 196, 212, 218, 220</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> Each lesson contains a <i>Build Background</i> section which helps students to form mental models and set purpose for reading the selection.</p> <p><b><u>Topic Software Teaching Resources:</u></b> The video segments shown before each READ180 Topic CD passage set the purpose for reading.</p> <p>Adjust Reading Rate</p> <p>Each of the reading components teach self-monitoring strategies such as summarizing, slowing the reading rate during difficult passages, asking questions, rereading, etc.</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 317</p>
<p><b>After Reading Strategies</b></p> <p>2.12.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> <li>• recall details</li> </ul>	<p>The opportunity to meet this objective is available. See the following.</p>

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

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<b>Reading</b>	
<b>Content Standard 3.0:</b> <i>Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Setting and Plot</b>	
<p>3.12.1 I/S Analyze setting. I/S Analyze plot development with a focus on</p> <ul style="list-style-type: none"> <li>• climax</li> <li>• resolution</li> <li>• turning point</li> </ul> <p>I/L Analyze plot development with a focus on</p> <ul style="list-style-type: none"> <li>• exposition</li> <li>• rising action</li> <li>• falling action</li> </ul> <p>I/S Describe internal and external conflict. I/S Describe main plot and subplots. I/S Analyze how one event may cause another event. I/S Analyze an author's use of flashback. I/S Analyze an author's use of foreshadowing.</p>	<p>Analyze Setting <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 308, 309, 432, 433 <b><u>Audiobook Teaching Resources:</u></b> Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> Sweetgrass (Resources -113, 114, 135-140, 141) <b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p> <p>Analyze Plot <b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 149, 245, 246 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 310, 311, 434, 435 <b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> Dracula / Romeo and Juliet (Resources – 77, 78, 135-140, 141); Hope Was Here (103,104, 135-140, 141); Swallowing Stones (Resources – 129, 130, 1335-140, 141)</p>

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Grades 9-12**

Nevada Standards	Read 180 Match
<p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p><b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p> <p>Conflict <b><u>rBook Teaching Guide:</u></b> 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 341</p> <p>Cause and Effect <b><u>rBook Teaching Guide:</u></b> 162C, 164-173, 195, 244 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 296, 297, 423 <b><u>Topic Software Teaching Resources: 1.1:</u></b> 71-74, 215-216, 287; <b><u>1.4:</u></b> 83-86, 221-222, 287; <b><u>2.2:</u></b> 91-94, 225-226, 287; <b><u>3.1:</u></b> 103-106, 231-232, 287; <b><u>3.3:</u></b> 111-114, 235-236, 287; <b><u>4.1:</u></b> 119-122, 239-240, 287; <b><u>5.2:</u></b> 139-142, 249-250, 287; <b><u>5.3:</u></b> 143-146, 251-252, 287; <b><u>6.1:</u></b> 151-154, 255-256, 287; <b><u>6.3:</u></b> 159-162, 259-260, 287; <b><u>7.1:</u></b> 167-170, 263-264, 287; <b><u>7.3:</u></b> 175-178, 267-268, 287; <b><u>7.4:</u></b> 179-182, 269-270, 287; <b><u>8.1:</u></b> 183-186, 271-272, 287; <b><u>8.2:</u></b> 187-190, 273-274, 287; <b><u>8.4:</u></b> 195-198, 277-278, 287; <b><u>9.1:</u></b> 199-202, 279-280, 287; <b><u>9.3:</u></b> 207-210, 283-284, 287; <b><u>9.4:</u></b> 211-214, 285-286, 287 <b><u>Audiobook Teaching Resources:</u></b> Whirligig – 16, 34, 81, 132 (Resources – 60, 61-62, 63-68, 69) <b><u>Paperbacks Teaching Resources:</u></b> Rat Attacks (Resources – 105, 106, 135-140, 141) <b><u>rSkills Test Book:</u></b> Test 4</p> <p>Draw Conclusions <b><u>rBook Teaching Guide:</u></b> 12, 34, 192, 219 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 304, 305, 429 <b><u>Topic Software Teaching Resources: 1.1:</u></b> 71-74, 215-216, 287; <b><u>1.3:</u></b> 79-82, 219-220, 287; <b><u>1.4:</u></b> 83-86, 221-222, 287; <b><u>2.1:</u></b> 87-90, 223-224, 287; <b><u>3.2:</u></b> 107-110, 233-234, 287; <b><u>3.4:</u></b> 115-118, 237-238, 287; <b><u>4.3:</u></b> 127-130, 243-244, 287; <b><u>4.4:</u></b></p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

<b>Nevada Standards</b>	<b>Read 180 Match</b>
	<p>131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Make Inferences</p> <p><b><u>rBook Teaching Guide:</u></b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 302, 303, 428</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p><b><u>Paperbacks Teaching Resources:</u></b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 5</p> <p>Foreshadow/Flashback</p> <p><b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 343</p>
<b>Characterization</b>	
<p>3.12.2 I/S Evaluate methods of characterization used by the author. I/S Describe the motivation for a character's actions. I/S Analyze author's development of characters. I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>Analyze Character</p> <p><b><u>rBook Teaching Guide:</u></b> 58, 61, 63, 65, 133, 135, 137, 139, 141, 143, 145, 147, 148, 149, 245, 246</p> <p><b><u>Audiobook Teaching Resources:</u></b> 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><b><u>Paperbacks Teaching Resources:</u></b> 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><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 306, 307, 430, 431</p> <p><b><u>rSkills Test Book:</u></b> Tests 2, 3, &amp; 5</p> <p>Draw Conclusions</p> <p><b><u>rBook Teaching Guide:</u></b> 12, 34, 192, 219</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 304, 305, 429</p> <p><b><u>Topic Software Teaching Resources: 1.1:</u></b> 71-74, 215-216, 287; <b><u>1.3:</u></b> 79-82, 219-220, 287; <b><u>1.4:</u></b> 83-86, 221-222, 287; <b><u>2.1:</u></b> 87-90, 223-224, 287; <b><u>3.2:</u></b> 107-110, 233-234, 287; <b><u>3.4:</u></b> 115-118, 237-238, 287; <b><u>4.3:</u></b> 127-130, 243-244, 287; <b><u>4.4:</u></b></p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p>131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p> <p><b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Make Inferences</p> <p><b><u>rBook Teaching Guide:</u></b> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 302, 303, 428</p> <p><b><u>Topic Software Teaching Resources:</u></b> <b>1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p><b><u>Paperbacks Teaching Resources:</u></b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 5</p>
<b>Theme</b>	
<p>3.12.3 I/S Analyze a theme based on evidence. I/L Compare themes generated by a single topic. I/S Explain a lesson learned based on events and/or a character's actions.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 312, 313, 436</p>
<b>Point of View</b>	
<p>3.12.4 I/S Evaluate the effect of an author's use of</p> <ul style="list-style-type: none"> <li>• first-person point of view</li> <li>• third-person limited point of view</li> <li>• third-person omniscient point of view</li> </ul> <p>I/L Distinguish between third person limited and third person omniscient point of view.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>rBook Teaching Guide:</u></b> 60, 134, 223, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 319</p>
<b>Language</b>	
<p>3.12.5 I/S Evaluate the use and purpose of</p> <ul style="list-style-type: none"> <li>• imagery</li> <li>• figurative language</li> </ul> <p>I/L Identify the effects of rhythm and rhyme on text. I/L Evaluate the use and purpose of</p>	<p>Imagery <b><u>rBook Teaching Guide:</u></b> 63, 69, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 343</p> <p>Figurative Language <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<ul style="list-style-type: none"> <li>• sound devices</li> <li>• dialect</li> <li>• slang</li> <li>• formal language</li> <li>• informal language</li> </ul>	<p>Rhyme <b><u>rBook Teaching Guide:</u></b> 223, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 342</p> <p>Repetition <b><u>rBook Teaching Guide:</u></b> 246</p> <p>Onomatopoeia <b><u>rBook Teaching Guide:</u></b> 246</p>
<b>Tone, Mood, and Irony</b>	
<p>3.12.6 I/S Evaluate the use of stylistic devices to create tone and mood. I/L Compare uses of stylistic devices to create mood. I/S Explain the use of irony. I/L Analyze uses of various types of irony.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p>Mood <b><u>rBook Teaching Guide:</u></b> 69, 141, 143, 246 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 59, 60, 67</p> <p>Tone <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338</p> <p>Irony <b><u>rBook Teaching Guide:</u></b> 225, 246 <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 339</p>
<b>Cultures and Time Periods</b>	
<p>3.12.7 I/L Analyze the influence of historical events and culture. I/L Analyze the influence of historical events and culture on author's works. I/L Analyze the influence of an author's work on historical events.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p>Literature &amp; Culture <b><u>rBook Teaching Guide:</u></b> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p> <p>Historical Fiction <b><u>Paperbacks Teaching Resources:</u></b> In the Line of Fire: A Story About D-Day, The Plague, Sweetgrass</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<b>Predictions</b>	
3.12.8 I/S Make and revise predictions based on evidence.	The opportunity to meet this objective is available. See the following.  <u><b>rBook Teaching Guide:</b></u> 61, 67, 114, 143, 168  <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 318, 438  <u><b>Paperbacks Teaching Resources:</b></u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)
<b>Responding to Text</b>	
3.12.9 I/L Make connections to self, other text, and/or the world. I/L Use information to answer specific questions. I/L Summarize information. I/L Synthesize information. I/L Paraphrase information.	The opportunity to meet this objective is available. See the following.  <u><b>rBook Teaching Guide:</b></u> 12, 14, 18, 82C, 84-93, 115, 116, 168, 171, 173, 191, 194, 223, 243  <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 294, 295, 422  <u><b>Topic Software Teaching Resources: 1.1:</b></u> 71-74, 215-216, 287; <b>1.3:</b> 79-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.3:</b> 207-210, 283-284, 287  <u><b>Audiobook Teaching Resources:</b></u> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Night – 2, 34, 62, 84, 91 (Resources – 45, 46-47, 63-68, 69); Out of War – 22, 77, 108, 125, 127 (Resources – 48, 49-50, 63-68, 69); When Zachary Beaver Came to Town – 5, 72, 149, 186 (Resources -57, 58-59, 63-68, 69 )  <u><b>Paperbacks Teaching Resources:</b></u> Survivors: True Stories About Real Kids (Resources – 67, 68, 135-140, 141), The Body Book: An

**Scholastic's READ 180, Stage C**  
**correlated to the**  
**Nevada English Language Arts Content Standards**  
**Grades 9-12**

Nevada Standards	Read 180 Match
	Owner's Guide to Fueling, Fixing, and Running the Most Important Machine You Own <b>rSkills Test Book:</b> Tests 2 & 3
<b>Reading</b>	
<b>Content Standard 4.0:</b> <i>Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Text Features</b>	
4.12.1 E/I/S Evaluate information from <ul style="list-style-type: none"> <li>• illustrations</li> <li>• graphs</li> <li>• charts</li> <li>• titles</li> <li>• text boxes</li> <li>• diagrams</li> <li>• headings</li> <li>• maps</li> </ul> I/L Evaluate information from <ul style="list-style-type: none"> <li>• table of contents</li> <li>• glossaries</li> <li>• indices</li> </ul> I/S Identify and explain the use of <ul style="list-style-type: none"> <li>• bold-faced words</li> <li>• underlined words</li> <li>• highlighted words</li> <li>• italicized words</li> </ul> I/L Identify and explain the use of <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• acronyms</li> <li>• parenthetical expressions</li> </ul>	<b>rBook Teaching Guide:</b> 18, 34, 42, 71, 92, 116, 172, 196, 220 <b>RDI Book 3-Strategies for English Language Learners:</b> 23
<b>Language</b>	
4.12.2 I/L Analyze the use of <ul style="list-style-type: none"> <li>• dialect</li> <li>• slang</li> </ul>	The opportunity to meet this objective is available. See the following.

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<ul style="list-style-type: none"> <li>• idioms</li> <li>• informal and formal language</li> </ul> <p>E/I/S Analyze the use of</p> <ul style="list-style-type: none"> <li>• figurative language</li> <li>• analogies</li> </ul> <p>I/S Explain words and phrases that reveal an author's tone.</p> <p>I/L Explain how language clarifies ideas and concepts.</p> <p>I/S Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> <li>• persuasion</li> <li>• propaganda</li> </ul> <p>I/L Describe how an author uses concrete examples to explain abstract ideas.</p> <p>I/S Evaluate intended and unintended effects of persuasive and/or propaganda techniques in various media.</p>	<p>Idiom <b><u>rBook Teaching Guide:</u></b> 16, 17, 87, 138, 198 <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 67</p> <p>Figurative Language <b><u>rBook Teaching Guide:</u></b> 18, 67, 135, 136, 137, 139, 140, 246</p> <p>Tone <b><u>RDI Book 1 – Reading Skills and Strategies:</u></b> 338</p>
<b>Organizational and Structural Patterns</b>	
<p>4.12.3 I/S Analyze a theme based on evidence.</p> <p>I/L Compare themes generated by a single topic.</p> <p>I/S Evaluate the impact of sequential and/or chronological order.</p> <p>I/S Evaluate a cause and its effect on events and/or relationships</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p>Theme <b><u>RDI Book 1-Reading Skills and Strategies:</u></b> 312, 313, 436</p> <p>Sequence of Events <b><u>rBook Teaching Guide:</u></b> 32C, 34-43, 60, 64, 91, 243 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 290, 291, 419</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<p>I/S Evaluate a problem and its solution.</p> <p>I/S Describe a main idea based on evidence.</p> <p>I/L Compare events.</p> <p>I/L Evaluate the author's use of organizational structure.</p> <p>I/S Evaluate the development of an author's argument, viewpoint, and/or perspective.</p>	<p><b><u>Topic Software Teaching Resources:</u> 1.3:</b> 79-82, 219-220, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 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><b><u>Audiobook Teaching Resources:</u></b> 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><b><u>rSkills Test Book:</u></b> Test 1 &amp; 2</p> <p>Main Idea</p> <p><b><u>rBook Teaching Guide:</u></b> 8C, 10-19, 41, 243</p> <p><b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 292, 293, 420, 421</p> <p><b><u>Topic Software Teaching Resources:</u> 1.2:</b> 75-78, 217-218, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>6.4:</b> 163-166, 261-262, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> NASCAR: Behind the Wheel and Behind the Scenes (Resources – 61, 62, 135-140, 141); Black</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p>Diamond: The Story of the Negro Baseball League (Resources – 117, 118, 135-140, 141) <b>rSkills Test Book:</b> Test 1 &amp; 2</p> <p>Problem and Solution <b>rBook Teaching Guide:</b> 106C, 108-117, 244 <b>RDI Book 1- Reading Skills and Strategies:</b> 300, 301, 426, 427 <b>Topic Software Teaching Resources: 1.2:</b> 75-78, 217-218, 287; <b>1.3:</b> 79-82, 219-220, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b>Paperbacks Teaching Resources:</b> Yo, Yolanda! Advice From an Expert (Resources – 71, 72, 135-140, 141) ; Escape From the Ice: Shakleton and the Endurance (Resources – 79, 80, 135-140, 141); The Worst Case Scenario Survival Handbook (Resources – 133, 134, 135-140, 141) <b>Audiobook Teaching Resources:</b> Reality Strikes – 9, 37, 43, 55 (Resources – 51, 52-55, 63-68, 69)</p> <p>Author's Viewpoint <b>RDI Book 1- Reading Skills and Strategies:</b> 324, 442</p>
<b>Cultures and Times</b>	
<p>4.12.4 I/L Make inferences about an author's culture and historical viewpoints. I/L Evaluate the influence of historical events and culture. I/L</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p>Literature &amp; Culture <b>rBook Teaching Guide:</b> Ambush 60; Amigo Brothers 134; In Their Own Words 214; MTV Unplugged 84; Music Video Producer 102; Names, The 66</p>

**Scholastic's READ 180, Stage C**  
**correlated to the**  
**Nevada English Language Arts Content Standards**  
**Grades 9-12**

Nevada Standards	Read 180 Match
Evaluate the influence of historical events and culture on author's works.	
<b>Responding to Text</b>	
4.12.5 I/L Make connections to self, other text, and/or the world. I/S Use information to answer specific questions. I/L Evaluate hypotheses based on information. I/L Summarize information. I/L Synthesize information. I/L Paraphrase information. I/L Synthesize information from two or more texts.	The opportunity to meet this objective is available. See the following.  Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <u><b>Topic Software Teaching Resources:</b></u> 285 <u><b>Audiobook Teaching Resources:</b></u> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <u><b>Paperbacks Teaching Resources:</b></u> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132
<b>Predictions, Inferences and Conclusions</b>	
4.12.6 I/S Make and revise predictions based on evidence. I/S Make inferences and draw conclusions based on evidence. I/L Analyze the accuracy of facts. I/S Evaluate author's use of facts and/or opinions. I/L Evaluate reasonableness and adequacy of evidence. I/L Evaluate information from	Predictions <u><b>rBook Teaching Guide:</b></u> 61, 67, 114, 143, 168 <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 318, 438 <u><b>Paperbacks Teaching Resources:</b></u> War of the Worlds (Resources – 69, 70, 135-140, 141); Driver's Ed (Resources, 97, 98, 135-140, 141); Romiette and Julio (Resources – 127, 128, 135-140, 141)  Make Inferences <u><b>rBook Teaching Guide:</b></u> 16, 19, 36, 38, 88, 90, 92, 110, 112, 138, 145, 148, 167, 168, 192, 210C, 212-221, 244 <u><b>RDI Book 1- Reading Skills and Strategies:</b></u> 302, 303, 428

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

<b>Nevada Standards</b>	<b>Read 180 Match</b>
<p>one source by referencing other sources. I/S Predict events and/or relationships if sequence is altered. I/S Predict events and/or relationships if chronological order is altered.</p>	<p><b><u>Topic Software Teaching Resources:</u> 1.2:</b> 75-78, 217-218, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.3:</b> 111-114, 235-236, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Cleopatra VII – 4, 21,n 60, 125, 175 (Resources – 30, 31-32, 63-68, 69); Speak - 5, 58, 86, 189 (Resources – 54, 55-56, 63-68, 69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> The Skin I'm In (Resources – 89, 90, 135-140, 141); Macbeth (Resources 123, 124, 135-140, 141)</p> <p><b><u>rSkills Test Book:</u></b> Test 5</p> <p>Draw Conclusions <b><u>rBook Teaching Guide:</u></b> 12, 34, 192, 219 <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 304, 305, 429</p> <p><b><u>Topic Software Teaching Resources:</u> 1.1:</b> 71-74, 215-216, 287; <b>1.3:</b> 79-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-276, 287; <b>9.1:</b> 199-202, 279-280, 287; <b>9.2:</b> 203-206, 281-282, 287</p> <p><b><u>Paperbacks Teaching Resources:</u></b> Hot Tracks: Careers in the Music Business (Resources – 81, 82, 135-140, 141); Stick and Whittle (Resources – 109, 110, 135-140, 141); Super Jobs in Comic Books (111, 112, 135-40, 141)</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p><b><u>Audiobook Teaching Resources:</u></b> Before We Were Free – 20, 41, 92, 134 (Resources – 27, 28-29, 63-68, 69); Monster – 16, 72, 182, 281 (Resources – 42, 43-44, 63-68, 69)</p> <p>Fact and Opinion  <b><u>rBook Teaching Guide:</u></b> 79, 159, 216, 219  <b><u>RDI Book 1- Reading Skills and Strategies:</u></b> 321, 440  <b><u>Paperbacks Teaching Resources:</u></b> Young Americans: Tales of Teenage Immigrants (Resources – 73, 74, 135-140, 141); Ripley's Believe it or Not (Resources – 125, 126, 135-140, 141)  <b><u>Test Taking Strategies:</u></b> 41-43</p>
<b>Directions</b>	
<p>4.12.7 I/L  Read and follow directions to complete tasks or procedures.  I/L  Evaluate directions to complete tasks or procedures for</p> <ul style="list-style-type: none"> <li>• clarity</li> <li>• format</li> <li>• technical vocabulary</li> <li>• text features</li> </ul>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 25, 29, 42</p>
<b>Writing</b>	
<b>Content Standard 5.0:</b> <i>Students write a variety of texts using the writing process.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Prewriting</b>	
<p>5.12.1 I/L  Use prewriting strategies to plan written work.  I/L  Choose and narrow a topic to organize ideas.  I/L  Explore a topic to plan written work.</p>	<p>Brainstorm  <b><u>rBook Teaching Guide:</u></b> 23, 47, 73, 97, 121, 153, 177, 201, 229</p> <p>Plan  <b><u>rBook Teaching Guide:</u></b> 24, 48, 74, 98, 122, 154, 178, 202, 230</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<b>Drafting</b>	
5.12.2 E/I/S Draft multiple paragraph papers about a single topic that address <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• supporting details</li> <li>• introduction</li> <li>• conclusion</li> <li>• transitions</li> </ul>	The opportunity to meet this objective is available. See the following.  Personal Essay <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 38-43  Persuasive Essay <u><b>rBook Teaching Guide:</b></u> 120-125, 247 <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 134-138  Informative Essay <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 110-115
<b>Revising</b>	
5.12.3 E/I/S Revise drafts for <ul style="list-style-type: none"> <li>• voice</li> <li>• organization</li> <li>• focused ideas</li> <li>• audience</li> <li>• purpose</li> <li>• relevant details</li> <li>• word choice</li> <li>• sentence fluency</li> </ul>	<u><b>rBook Teaching Guide:</b></u> 27, 51, 77, 101, 125, 157, 181, 205, 233 <u><b>RDI Book 1-Reading Skills and Strategies:</b></u> 204 <u><b>RDI Book 2-Writing and Grammar Strategies:</b></u> 246-253 <u><b>Topic Software Teaching Resources:</b></u> All lessons practice spelling and proofreading skills, which are a principal objective of the software component. <u><b>Test-Taking Strategies Book:</b></u> Students are taught to identify writing prompts, organize thoughts, generate an outline, understand evaluation criteria, and review/revise writing to improve it.
<b>Editing for Mechanics</b>	
5.12.4 E/I/S Edit essays and compositions to ensure correct spelling of <ul style="list-style-type: none"> <li>• high frequency words</li> <li>• content words</li> </ul> E/I/S Edit for correct	Revision/Edit <u><b>rBook Teaching Guide:</b></u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u><b>RDI Book 2 – Writing and Grammar Strategies:</b></u> 13

**Scholastic's READ 180, Stage C**  
**correlated to the**  
**Nevada English Language Arts Content Standards**  
**Grades 9-12**

Nevada Standards	Read 180 Match
capitalization. E/I/S Edit for correct use of internal and external punctuation.	Capitalization <u><b>rBook Teaching Guide:</b></u> 51, 250 <u><b>RDI Book 2 – Writing and Grammar</b></u> <u><b>Strategies:</b></u> 186, 187, 194, 195 <u><b>rSkills Test Book:</b></u> Test 1
<b>Editing for Usage of Words</b>	
5.12.5 E/I/S Edit for correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> <li>• pronoun case</li> </ul>	The opportunity to meet this objective is available. See the following.  <u><b>rBook Teaching Guide:</b></u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u><b>RDI Book 2 – Writing and Grammar</b></u> <u><b>Strategies:</b></u> 13
<b>Editing for Sentence Structure</b>	
5.12.6 E/I/S Edit sentences for <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• combining sentences</li> <li>• compound sentences</li> <li>• complex sentences</li> <li>• compound-complex sentences</li> </ul> E/I/S Edit sentences for the elimination of <ul style="list-style-type: none"> <li>• fragments</li> <li>• run-ons</li> </ul>	The opportunity to meet this objective is available. See the following.  <u><b>rBook Teaching Guide:</b></u> 25, 49, 75, 99, 123, 155, 179, 203, 231 <u><b>RDI Book 2 – Writing and Grammar</b></u> <u><b>Strategies:</b></u> 13
<b>Publishing</b>	
5.12.7 E/I/S Prepare a legible final draft to display or share.	The opportunity to meet this objective is available. See the following.

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
I/L Select a publishing format appropriate to the audience and purpose.	<b>rBook Teaching Guide:</b> 22-27, 46-51, 72-77, 96-101, 120-125, 152-157, 176-177, 200-205, 228-233, 247, 248, 298
<b>Writing</b>	
<b>Content Standard 6.0:</b> <i>Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Expository</b>	
6.12.1 E/I/S Write essays and compositions which include <ul style="list-style-type: none"> <li>• a topic sentence</li> <li>• supporting details</li> <li>• a concluding statement</li> <li>• a beginning, middle, and end</li> <li>• a thesis statement</li> <li>• transitions</li> </ul> E/I/S Write essays and compositions that use various organizational structures and stylistic devices.	<p>The opportunity to meet this objective is available. See the following.</p> <p>Personal Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 38-43</p> <p>Persuasive Essay <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138</p> <p>Informative Essay <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>
<b>Narrative/Descriptive</b>	
6.12.2 E/I/S Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> <li>• logical sequence</li> <li>• characters</li> <li>• setting</li> <li>• plot</li> <li>• dialogue</li> <li>• figurative language</li> <li>• sensory details</li> </ul>	<p>The opportunity to meet this objective is available. See the following.</p> <p>Narrative <b><u>rBook Teaching Guide:</u></b> 46-51, 176-177, 228-233, 298 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126</p> <p>Descriptive <b><u>rBook Teaching Guide:</u></b> 200-205, 248</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<b>Poetry</b>	
6.12.3 I/L Write poetry.	<b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 164-168 <b><u>Topic Software Teaching Resources:</u></b> 231, 232 <b><u>Paperbacks Teaching Resources:</u></b> 86
<b>Responses to Literature</b>	
6.12.4 I/L Write literary analyses. I/L Summarize information.	<b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 122-126 <b><u>Topic Software Teaching Resources:</u></b> 234
<b>Responses to Expository Text</b>	
6.12.5 I/L Write analyses of expository text that addresses effectiveness of the writing technique.	Each reading component gives student's an opportunity to respond to what they have read through QuickWrites and Comprehension Graphic Organizers. <b><u>Topic Software Teaching Resources:</u></b> 285 <b><u>Audiobook Teaching Resources:</u></b> 29-32, 37, 41, 49-50, 52, 58- 59, 62 <b><u>Paperbacks Teaching Resources:</u></b> 56, 66, 72, 74. 84, 86, 88, 92, 102, 116, 124, 132
<b>Persuasive</b>	
6.12.6 E/I/S Write persuasive essays and compositions that include <ul style="list-style-type: none"> <li>• a thesis statement</li> <li>• supporting evidence</li> <li>• relevant evidence</li> <li>• cause/effect structure</li> <li>• problem/solution structure</li> <li>• rhetorical strategies</li> </ul> E/I/S Write persuasive essays and compositions appropriate to audience and purpose.	The opportunity to meet this objective is available. See the following.  <b><u>rBook Teaching Guide:</u></b> 120-125, 247 <b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-138 <b><u>Test-Taking Strategies:</u></b> 122-124
<b>Personal and Professional Communication</b>	
6.12.7 I/L Write a variety of communications in appropriate formats.	<b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 146-150

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
	<p><b><u>Topic Software Teaching Resources:</u></b> 234, 273, 279-280</p> <p><b><u>Audiobook Teaching Resources:</u></b> 29, 31, 37, 41, 46, 49-50</p> <p><b><u>Paperbacks Teaching Resources:</u></b> 102, 136</p>
<b>Directions</b>	
<p>6.12.8 I/L Write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> <li>• clarity</li> <li>• format</li> <li>• technical vocabulary</li> <li>• text features</li> </ul>	<p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 140-144</p>
<b>Research</b>	
<p>6.12.9 I/L Write research papers by</p> <ul style="list-style-type: none"> <li>• choosing and narrowing a research topic</li> <li>• locating, collecting, and analyzing information from primary and secondary sources</li> <li>• recording information</li> <li>• paraphrasing and summarizing information</li> <li>• organizing collected information</li> <li>• documenting and citing sources in a consistent format</li> </ul> <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L Evaluate credibility of resources.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 110-115</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
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<b>Writing</b>	
<b>Content Standard 7.0:</b> <i>Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Message</b>	
<p>7.12.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> <li>• gaining information</li> <li>• being entertained</li> <li>• understanding directions</li> </ul> <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• mood</li> <li>• purpose</li> <li>• messages</li> <li>• tone</li> <li>• persuasive techniques</li> </ul> <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L Listen for and evaluate the effect of the speaker's attitude on audience.</p>	<p><b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<b>Content and Delivery</b>	
<p>7.12.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> <li>• content</li> <li>• delivery</li> <li>• point of view</li> <li>• ideas</li> <li>• purpose</li> <li>• value</li> </ul> <p>I/L Listen for and evaluate the use of public speaking techniques.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p> <p><b><u>Topic Software Teaching Resources:</u></b> 225</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<p>I/L Listen to and evaluate the logic of a speaker's argument(s).</p> <p>I/L Listen to and provide constructive feedback on oral communications.</p>	
<b>Vocabulary Development</b>	
<p>7.12.3 I/L Expand vocabulary through listening.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<b>Language</b>	
<p>7.12.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139  <b><u>Topic Software Teaching Resources:</u></b> 225  <b><u>Audiobook Teaching Resources:</u></b> 28  <b><u>RDI Book 3-Strategies for English Language Learners:</u></b> 21, 23, 32, 34, 35, 37, 38, 39, 40, 43, 45, 46, 50, 54, 57, 59, 61, 62, 64, 68, 69</p>
<b>Conversations and Group Discussions</b>	
<p>7.12.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L</p>	<p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

Nevada Standards	Read 180 Match
<p>Listen to and evaluate constructive feedback. I/L Provide constructive feedback. I/L Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data.</p>	<p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<b>Listening &amp; Speaking</b>	
<b>Content Standard 8.0:</b> <i>Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.</i>	
<b>At a minimum, students will maintain previously-learned skills and attain the following:</b>	
<b>Giving Directions</b>	
<p>8.12.1 I/L Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> <li>• clarity</li> <li>• technical vocabulary</li> </ul> <p>I/L Ask questions to clarify directions.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 140-144</p>
<b>Language</b>	
<p>8.12.2 I/L Use precise language to describe and elicit</p> <ul style="list-style-type: none"> <li>• feelings</li> <li>• experiences</li> <li>• observations</li> <li>• ideas</li> </ul> <p>I/L Apply Standard English to communicate ideas.</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>
<b>Presentations</b>	
8.12.3 I/L	The opportunity to meet this objective is

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

<b>Nevada Standards</b>	<b>Read 180 Match</b>
<p>Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> <li>• prosody</li> <li>• volume</li> <li>• eye contact</li> <li>• enunciation</li> <li>• posture</li> <li>• expressions</li> <li>• audience</li> <li>• purpose</li> </ul> <p>I/L</p> <p>Communicate information by</p> <ul style="list-style-type: none"> <li>• maintaining a clear focus</li> <li>• following a logical sequence</li> <li>• illustrating information with media aids</li> </ul> <p>I/L</p> <p>Communicate statements that express an opinion.</p> <p>I/L</p> <p>Defend a position applying logic and citing evidence.</p>	<p>available. See the following.</p> <p><b><u>RDI Book 2 – Writing and Grammar Strategies:</u></b> 134-139</p> <p><b><u>Topic Software Teaching Resources:</u></b> 225</p> <p><b><u>Audiobook Teaching Resources:</u></b> 28</p>
<b>Group Discussions</b>	
<p>8.12.4 I/L</p> <p>Participate in conversations to solve problems by identifying, synthesizing, and evaluating data.</p> <p>I/L</p> <p>Respond to questions with specific evidence in support of an opinion.</p> <p>I/L</p> <p>Ask relevant questions to generate possible solutions to a problem.</p> <p>I/L</p> <p>Take a leadership role in</p>	<p>The opportunity to meet this objective is available. See the following.</p> <p><b><u>rBook Teaching Guide:</u></b> Shared Reading and Strategic Reading activities, located in each <i>Read180</i> Enterprise Narrow Reading units, provide opportunities to support this standard with small-group and whole-group discussion of the text.</p> <p><b><u>RDI Book 1-Reading Skills and Strategies:</u></b> The passages in the <i>READ180</i> Reading Strategies book are discussed with guidance from the teacher and provide opportunities to support this standard.</p>

**Scholastic's READ 180, Stage C  
correlated to the  
Nevada English Language Arts Content Standards  
Grades 9-12**

<b>Nevada Standards</b>	<b>Read 180 Match</b>
conversations and discussions. I/L Distinguish between relevant and irrelevant information. I/L Negotiate to arrive at consensus by proposing and examining possible options.	