

**New Mexico Public Education Department**  
**Form F: Publisher Alignment Document**  
**Language Arts/Reading**

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<b>Publisher:</b> Pearson Education, Inc., publishing as Prentice Hall	<b>Title of Text:</b> Prentice Hall Literature, Grade 10, New Mexico Edition © 2010
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**VERIFICATION TO BE COMPLETED BY THE PUBLISHER’S AGENT**

**In accordance with NMAC 6.75.2.8**

...The materials under review shall be scored according to the extent of their alignment with state content and performance standards and presented pedagogy...

The Instructional Material Bureau is requiring all publishers submitting core/basal material (student and teacher edition) for review to provide evidence of alignment with the following criteria.

**Instructions:** Please enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph. Example: [123-5] would refer the reviewer to page 123, paragraph 5 to find the evidence of the indicator.

**ALTERED FORMS WILL AUTOMATICALLY ELIMINATE THE MATERIAL FROM ADOPTION.**

<b>I. Language Arts: Reading and Listening for Comprehension (6.30.2.13.A)</b>				
	<b>NM Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>
A.	Apply strategies and skills to comprehend information that is read, heard and viewed.	182 – Informational Texts: Evaluate Credibility	298 – Informational Texts: Compare Informational Sources	402 - Informational Texts: Paraphrase
B.	Listen to, read, react to, and analyze information.	432 – Viewing and Evaluating a Speech	461 – Main Idea (nonfiction)	1122 - Informational Texts: Generate Questions
<b>II. Language: Reading and Listening for Comprehension (6.30.2.13.A)</b>				
	<b>ADP &amp; NM Standard</b>	<b>1</b>	<b>2</b>	<b>3</b>
A.	Apply appropriate skills in looking for information and appropriate language use from electronic, print and non-print sources.	182 – Informational Texts: Web Site and Primary Source	298 – Informational Texts: Compare Informational Sources	1022 – Research Sources
B.	Apply standard English through the use of grammar, punctuation, spelling, diction, sentence structure and paragraph.	150 – Integrated Grammar Skills: Personal Pronouns	535 – Revising to Combine Sentences	611 – Editing and Proofreading: focus on Spelling
C.	Use context to determine the meaning of unfamiliar words: denotation, connotation, nuances.	608 – Revising: Word Connotations	709 - Revising: Word Connotations and	778 – Vocabulary Workshop: Connotation & Denotation

			Denotations	
D.	Use appropriate format, style and structure for different types of communication and audiences: memos, presentations, type of information, technical and non-technical language.	179 – Spreadsheet	1036 – Delivering Multimedia Presentation	1146 - Writing Workshop: Technical Document

**III. Communication: Writing and Speaking for Expression (6.30.2.13.B) (WSII, RLI)**

<b>ADP &amp; NM Standard</b>				
		<b>1</b>	<b>2</b>	<b>3</b>
A.	Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems.	427 – Problem and Solution Discussion	555 – Hold Group Debate	1151 - Writing Workshop: Present Directions Manual
B.	Summarize and/or paraphrase information presented orally by others.	151 – Listening and Speaking: Summarize during discussion	861 – Summary during mock trial	1089 – Summarizing each other’s myths
C.	Make oral presentations using established criteria for maximum coherence and impact.	485 – Humorous Persuasive Speech	616 – Delivering Persuasive Speech	1036 – Delivering Multimedia Presentation
D.	Participate productively in self-directed work teams for a particular purpose that include the interpreting literature, writing or critiquing a proposal, solving a problem and making a decision.	209 – Talk About It: Group Discussion	427 – Problem and Solution Discussion	555 – Hold Group Debate

**IV. Writing: Writing and Speaking for Expression (6.30.2.13.B) (WSII, RLI)**

<b>ADP &amp; NM Standard</b>				
		<b>1</b>	<b>2</b>	<b>3</b>
A.	Use systematic strategies to research, organize, record information, and plan writing integral to the writing process.	267 – Report on Sources	399 – Research Summary	1020 – Writing Workshop: Research Report
B.	Articulate a clear position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods from the best in critical thinking and problem solving.	420 – Writing Workshop: Problem and Solution Essay	532 – Writing Workshop: Persuasive Letter to the Editor	616 – Communications Workshop: Delivering a Persuasive speech
C.	Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.	485 – Business Letter	768 – Writing Workshop: Analytical Response to Literature	1146 - Writing Workshop: Technical Document
D.	Edit both one’s own and others’ work for grammar, style, tone, voice, clarity and accuracy appropriate to audience, purpose and context.	113 – Editing and Proofreading	713 – Editing and Proofreading	1249 – Editing and Proofreading

**V. Research: (6.30.2.13.B) (WSII, RLI)**

<b>ADP &amp; NM Standard</b>				
		<b>1</b>	<b>2</b>	<b>3</b>
A.	Apply the skills of research from formulating a research question, to implementing the process of gathering information from a variety of sources, and of effective selection and use of resources.	267 – Research and Technology: Report on Sources	1022 – Writing Workshop: Research Question	1219 – Research and Technology: Brainstorm Research Questions

B.	Evaluate and critique for credibility, consistency, validity, reliability, strengths and limitations of resources used: primary, secondary, direct observation, interviews and surveys.	187 – Evaluate Credibility of sources	305 – Compare Informational Sources	1022 – Evaluate Validity of Sources
C.	Write an extended research essay building on primary and secondary sources that demonstrate proper format, citation/documentation and content that summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate.	267 – Research and Technology: Report on Sources	731 – Research and Technology: Literary History Report Using Sources	1020 – Writing Workshop: Research Report
D.	Apply organizational and time management skills in prioritizing tasks, organizing time and meeting deadlines as applicable to research prescriptions.	399 – Research Summary	575 – Research and Technology: Researched Cover Letter	1036 – Delivering Multimedia Presentation

**VI. Logic: (6.30.2.13.B) (WSII, RLI, LMIII)**

<b>ADP &amp; NM Standard</b>		<b>1</b>	<b>2</b>	<b>3</b>
A.	Distinguish between facts and opinions, evidence and inferences; describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.	182 – Informational Texts: Evaluate Credibility	557 – Reading Skill: Fact and Opinion	1254 – Comparing Media Coverage (fact and opinion)
B.	Recognize loaded terms, caricature, sarcasm, false assumption, leading questions, logical fallacies, and faulty reasoning in written and oral communications.	212 – Analyze Media Presentations (bias)	432 – Evaluating a Speech: Consider Logic and Accuracy	509 – Literary Analysis: Persuasive Writing and Rhetorical Devices
C.	Use argument to interpret researched information; establish and defend a point of view; address concerns of the opposition; and use logical strategies and techniques to defend and oppose any stated position in written and oral communications.	420 – Writing Workshop: Problem and Solution Essay	532 – Writing Workshop: Persuasive Letter to the Editor	616 – Communications Workshop: Delivering a Persuasive speech
D.	Analyze two or more texts or studies addressing the same topic to determine how similar or different conclusions are reached.	305 – Timed Writing: Compare Informational Sources	1127 – Compare Informational Texts: Generating Questions	1189 – Compare World Views

**VII. Informational Text: (6.30.2.13.B) (WSII, RLI, LMIII)**

<b>ADP &amp; NM Standard</b>		<b>1</b>	<b>2</b>	<b>3</b>
A.	Identify and interpret information presented in a technical format and/or the visual formats that support them. (Charts, maps, diagrams, tables...)	90 – Informational Texts: explain how text features enhance understanding	301 – Informational Texts: Table	598 - Critical Viewing: Map
B.	Identify, produce and use appropriate format, style and structure for different types of communication, both verbal and written: memos, presentations; extent and type of information as appropriate; technical or non-technical language	485 – Business Letter	532 – Writing Workshop: Persuasive Letter to the Editor	1146 - Writing Workshop: Technical Document

C.	Analyze, synthesize and critique texts from various perspectives and approaches; and draw conclusions based on evidence from informational and technical texts.	182 – Informational Texts: Evaluate Credibility	575 – Critique or critical evaluation	768 – Writing Workshop: Analytical Response to Literature
D.	Assess and evaluate content, format, structure and visual appeal used in technical and non-technical print and non-print texts, that is, evaluate for clarity, simplicity and coherence of text, and appropriateness of graphics and visuals.	69 – Geography Connection: Graph and Illustration	90 – Analyze Structure and Format	1036 – Multimedia Presentation: Use of Visuals

**VIII. Media: Use literature and media to develop an understanding of people societies, and the self (6.30.2.13.C) (WSII, RLI, LMIII)**

ADP & NM Standard		1	2	3
A.	Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain. (anecdote, expert witness, vivid detail, tearful testimony and humor...)	212 – Communications Workshop: Analyze Media Presentations	432 – Activity: Analyze Media Presentations	1004 – Group Screening of Film
B.	Recognize how visual and sound techniques or design carry and/or influence messages in various media such as special effects, camera angles, and music.	1187 – Discuss role of the director in film—influences chart	1254- Comparing Media Coverage	1261-Live Theater or the Movies?
C.	Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects to present a distinctive point of view on a topic. (PowerPoint, Video...)	1005 - Research and Technology: Multimedia Presentation	1031 – Research Report: Multimedia Presentation	1036 – Communication Workshop: Multimedia Presentation

**IX. Literature: Use literature and media to develop an understanding of people, societies, and the self (6.30.2.13.C) (WSII, RLI, LMIII)**

ADP & NM Standard		1	2	3
A.	Comprehension and ability to respond personally to texts that include technical and genre specific devices by selecting and exploring a wide range of literary forms. (metrics in poetry and dialogue in drama...)	298 – Informational Texts: Technical Article	671 – Literary Analysis: Poetic Forms	795 - Dramatic Speech
B.	Appreciate the ways in which the selection and use of literary devices and techniques articulate the writer's vision and message. (conventions of verse, soliloquy, stage direction...)	29 – Literary Analysis: Plot and Foreshadowing	733 - Literary Analysis: Sound Devices	794 – Stage Directions
C.	Interpret significant works from various forms of literature and use critical analysis to gain meaning, develop thematic connections, synthesize and evaluate ideas.	758 – Comparing Theme	768 – Writing Workshop: Analytical Response to Literature	868 – Comparing Universal and Culturally specific themes
D.	Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives that include pre-20 <sup>th</sup> C. foundational works of American literature as well as multicultural and cross-cultural literary works.	241 – Black Arts Movement	503 – Literature in context: cultural connection	749 – Research and Technology: Harlem Renaissance

**Additional Criteria to be used during the selection process:**

Relevant Criteria		1	2	3
A.	Research and Outcome/Evidence-Based Studies	Teacher's Edition, Front matter, Research and	Teacher's Edition, Front matter, Research and Professional	Teacher's Edition, Front matter, Research and Professional

		Professional Development: Claremont University Randomized Control Trial, p. NM T98	Development: National Effect-Size Study, p. NM T99	Development: Learner Verification Research, p. NM T99
B.	Reading Intervention Programs (Independently Reviewed e.g. SBRR)	<i>Reader's Notebook: Adapted Version</i> , cited on Teacher's Edition pp. 238b, third chart, and 241, Additional Daily Instruction note (bottom)	<i>Reality Central</i> , cited on Teacher's Edition p. 238b, second and third chart	Benchmark Tests ( <i>Unit Resources</i> ) and <i>Reading Kit</i> , cited on Teacher's Edition p. 222b, Monitoring Progress, paragraphs 4 and 5
C.	Broad/International perspective and Culturally Diverse	Teacher's Edition, pp. 337–355, 357–365	Teacher's Edition, p. 249, Differentiated Instruction: Culturally Responsive Instruction note	Teacher's Edition, p. 271, Background note
D.	Imbedded Language Acquisition Theories of Learning with Focus on ELLS and Second Language Acquisition Learners	<i>Reader's Notebook: English Learners Version</i> , cited on Teacher's Edition, p. 238b, EL Chart	Teacher's Edition, p. 9, Differentiated Instruction: Strategies for English Learners note	Teacher's Edition, p. 245, Differentiated Instruction: Pronunciation for English Learners note
E.	Differentiated Learning and Instruction	Teacher's Edition, p. 238, Selection Choices note (top, side column) and Accessibility at a Glance chart (bottom)	Teacher's Edition, p. 13, Differentiated Instruction: Strategies for Advanced Readers note (bottom)	Teacher's Edition, p. 11, Differentiated Instruction: Strategies for Less Proficient Readers note (bottom)
F.	Clear Empowerment of Teacher as Facilitator and Student as an Active Participant	Teacher's Edition, p. 247, Reading Skill support (side column)	Teacher's Edition, p. 251, Literary Analysis support (side column)	Teacher's Edition, p. 367, Listening and Speaking support (side column)
G.	Imbedded Components of Reading: phonemic awareness, phonics, vocabulary, fluency, comprehension and oral language	Teacher's Edition, p. 686, Vocabulary Development note (bottom)	Teacher's Edition, p. 251, Fluency note (bottom)	Teacher's Edition, p. 287, Differentiated Instruction: Pronunciation for English Learners note (bottom)

H.	Broad Applicability for Full Range of Students and Skills Levels	Teacher's Edition, p. 238, Selection Choices note (top, side column) and Accessibility at a Glance chart (bottom)	Teacher's Edition, p. 1165, Differentiated Instruction note (bottom)	Teacher's Edition, p. 1208, Activating Prior Knowledge (side column)
I.	An Alternative Core for Struggling Readers	<i>Reader's Notebook: Adapted Version</i> , cited on Teacher's Edition, p. 238b, third chart	<i>Reader's Notebook: Adapted Version</i> , cited on Teacher's Edition, p. 241, Additional Daily Instruction note (bottom)	<i>Reader's Notebooks</i> , cited on Teacher's Edition, p. 402, Differentiated Instruction note (bottom)
J.	List of supplementary resources both print and non-print (Readers, websites, music, newspaper...)	Teacher's Edition pp. 238b–238d	Teacher's Edition, p. 239, 241, PHLitOnline note (bottom)	Teacher's Edition, p. 433, Independent Reading