

# New Mexico Language Arts Curriculum Framework Correlated to Merit Software Reading Comprehension Basic Programs

**Strand: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**K-4 Benchmark I-A: Listen to, read, react to, and retell information**

<b>Grade</b>	<b>Performance Standards</b>
<b>K</b>	<ol style="list-style-type: none"> <li>1. Retell, reenact, or dramatize stories or parts of stories, including personal events.</li> <li>2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).</li> <li>3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).</li> <li>4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).</li> <li>5. Follow simple oral instructions.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Listen to and retell short stories.</li> <li>2. Recognize repetition and predict repeated phrases.</li> <li>3. Respond and elaborate in answering Who, What, When, Where, and How questions.</li> <li>4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.</li> <li>5. Self-monitor comprehension by using questions, retelling, and summarizing.</li> <li>6. Follow simple written and oral instructions.</li> <li>7. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Independently recall facts and details in text.</li> <li>2. Increase vocabulary through reading, listening, and interacting.</li> </ol>

<b>3</b>	<ol style="list-style-type: none"> <li>1. Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> <li>• setting a purpose</li> <li>• previewing the text</li> <li>• making predictions</li> <li>• asking questions</li> <li>• locating information for a specific purpose</li> <li>• making connections</li> <li>• using story structure and text organization to comprehend</li> </ul> </li> <li>2. Summarize main idea(s) from written or spoken text succinctly.</li> <li>3. Employ active listening skills.</li> <li>4. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</li> <li>2. Visualize and recall story details, including characterization and sequence.</li> <li>3. Read a variety of texts, including: <ul style="list-style-type: none"> <li>• fiction (e.g., legends, novels, folklore, science fiction)</li> <li>• non-fiction (e.g., auto-biographies, informational books, diaries, journals)</li> <li>• poetry</li> <li>• drama</li> </ul> </li> <li>4. Increase vocabulary through reading, listening, and interacting.</li> </ol>

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**K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).</li> <li>2. Generate questions of interest about a topic.</li> </ol>

<b>1</b>	1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).
<b>2</b>	1. Identify and use appropriate sources of information to accomplish a specific learning task. 2. Use print and electronic resources to access information (e.g., images, sound, text, video). 3. Select an appropriate format to locate, gather, access, record, organize, and present information.
<b>3</b>	1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words. 2. Use encyclopedias, dictionaries, and electronic resources to gather information.
<b>4</b>	1. Use key words, indices, cross-references, and letters on volumes to find information. 2. Use multiple representations of information (e.g., maps, charts, photos) to find information.

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**K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information**

<b>Grade</b>	<b>Performance Standards</b>
<b>K</b>	1. Understand oral and graphic instructions. 2. Create mental pictures to predict possible events in text before and during reading. 3. Compare different versions of the same story. 4. Relate experiences and observations. 5. Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?). 6. Sequence a story to describe the beginning, middle, and end. 7. Differentiate between non-fiction and fiction stories.
<b>1</b>	1. Associate target words with prior knowledge and explore an author's choice of words. 2. Predict and explain what will happen next in a story. 3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays). 4. Describe differences and similarities between different stories (i.e., characters, plot, setting).

<b>2</b>	<ol style="list-style-type: none"> <li>1. Pose possible How, Why, and What If questions to understand and/or interpret texts.</li> <li>2. Recognize own difficulty in comprehending text.</li> <li>3. Discuss similarities and differences in events and characters across stories.</li> <li>4. Interpret information from diagrams, charts, and graphs.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Draw conclusions, make generalizations, gather support by referencing the text.</li> <li>2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing author's word choice and context</li> <li>• examining reasons for characters' actions</li> <li>• identifying and examining characters' motives</li> <li>• considering a situation or problems from different characters' perspectives</li> </ul> </li> <li>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</li> <li>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</li> <li>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</li> <li>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</li> </ol>

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**K-4 Benchmark I-D: Acquire reading strategies**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> <li>• Demonstrating understanding that spoken language is a sequence of identifiable speech sounds</li> <li>• Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word</li> <li>• Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds</li> </ul> </li> <li>2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> <li>• Recognizing and naming upper and lower case letters of the alphabet</li> <li>• Recognizing common words and signs by sight</li> <li>• Recognizing beginning consonant letter-sound associations in one-syllable words</li> </ul> </li> <li>3. Read or attempt to read own dictated story.</li> <li>4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.</li> <li>5. Use appropriate nouns to name objects.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Develop phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> <li>• Blending the phonemes of one-syllables words</li> <li>• Segmenting the phonemes of one-syllable words</li> <li>• Changing the beginning, middle, and ending sounds to produce new words</li> </ul> </li> <li>2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> <li>• Using phonics knowledge and sound-letter relationships to decode regular one-syllable words</li> <li>• Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have)</li> </ul> </li> <li>3. Read aloud with fluency and comprehension grade-level text.</li> <li>4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</li> <li>5. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).</li> <li>2. Read most high-frequency and irregularly spelled words.</li> <li>3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</li> <li>4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> <li>6. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).</li> <li>2. Apply context clues to decode unknown words.</li> <li>3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.</li> <li>4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> <li>6. Increase vocabulary through reading, listening, and interacting.</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</li> <li>2. Identify key words and discover their relationships.</li> <li>3. Adjust speed of reading to suit purpose and difficulty of material.</li> <li>4. Read aloud with fluency and comprehension grade-level text.</li> <li>5. Increase vocabulary through reading, listening, and interacting.</li> </ol>

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**Strand: Writing and Speaking for Expression**

**Content Standard II: Students will communicate effectively through speaking and writing.**

**K-4 Benchmark II-A: Demonstrate competence in speaking to convey information**

Grade	Performance Standards
<b>K</b>	<ol style="list-style-type: none"> <li>1. Retell, reenact, or dramatize stories or parts of stories, including personal events.</li> <li>2. Use correct words to name objects or tell actions.</li> <li>3. Use speaking skills to connect experiences by:               <ul style="list-style-type: none"> <li>• listening to and retelling stories</li> <li>• discussing and dramatizing stories</li> <li>• discovering relationships</li> <li>• taking turns, expressing ideas, and asking questions</li> </ul> </li> <li>4. Use a variety of sentence patterns.</li> <li>5. Ask questions to resolve confusion about a topic.</li> <li>6. Clarify and sort words by general categories.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Read aloud with fluency and comprehension grade-level text.</li> <li>2. Engage in discussions resulting in written products.</li> <li>3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Increase vocabulary by listening and discussing responses to literature that is read and heard.</li> <li>2. Explain and describe new concepts and information in own words.</li> <li>3. Use oral communication to identify, organize, and analyze information.</li> <li>4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.</li> <li>5. Identify and select an appropriate method to communicate, relevant to the audience and purpose.</li> <li>6. Read aloud with fluency and comprehension grade-level text.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Present information in a logical manner with a clear main point.</li> <li>2. Sustain conversation on a topic.</li> <li>3. Answer open-ended questions.</li> <li>4. Explain own learning.</li> <li>5. Read aloud with fluency and comprehension grade-level text.</li> </ol>

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