

New Mexico Language Arts Curriculum Framework Correlated to Merit Software Reading Comprehension College Preparatory 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.

9-12 Benchmark I-A: Listen to, read, react to, and analyze information

Grade	Performance Standards
9	<ol style="list-style-type: none"> 1. Narrate experiences that offer: <ul style="list-style-type: none"> • scenes and incidents located effectively in time and place • impressions of being in a setting and a sense of engagement in the events occurring • appreciation for the significance of the account • a sense of the narrator’s personal voice 2. Instruct an audience in how to perform a specific operation or procedure by: <ul style="list-style-type: none"> • considering the audience’s degree of knowledge or understanding • providing complete and accurate information • using visuals and media to make effective presentations and products • using layout and design elements to enhance presentations and products 3. Form and refine a question for investigation using a topic of personal choice and answer that question by: <ul style="list-style-type: none"> • deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media) • prioritizing and organizing information • incorporating effective media and technology to inform or explain • reporting in an appropriate form for a specified audience

<p>10</p>	<ol style="list-style-type: none"> 1. Produce reminiscences (about a person, event, object, place, animal) that engages the audience by: <ul style="list-style-type: none"> • using specific sensory details with purpose • explaining significance from an objective perspective • moving effectively between past and present • recreating a mood 2. Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts. 3. Create responses that evaluate problems and offer solutions to a reader or listener by: <ul style="list-style-type: none"> • clearly stating the problem and relevant issues • determining the significance of the problem • focusing on a neutral audience • logically organizing the solutions for a specific audience • offering and evaluating effective solutions • creating a sense of resolution or closure 4. Evaluate the information, explanations, or ideas of others by: <ul style="list-style-type: none"> • identifying clear, reasonable criteria for evaluation • applying those criteria using reasoning and substantiation
<p>11</p>	<ol style="list-style-type: none"> 1. Demonstrate increasing insight and reflection to print and non-print text through personal expression. 2. Reflect and respond expressively to texts so that the audience will: <ul style="list-style-type: none"> • discover multiple perspectives • investigate and articulate connections • explore how life experiences influence a response to a selection • recognize that responses of others may be different 3. Respond to informational texts by: <ul style="list-style-type: none"> • using a variety of strategies for preparation, engagement, and reflection • paraphrasing main ideas and supporting details • explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience
<p>12</p>	<ol style="list-style-type: none"> 1. Express reflections and reactions to print and non-print texts as well as to personal experience by: <ul style="list-style-type: none"> • composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas • responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's use of language and how the writer relates to the subject so that the audience will empathize, 2. Analyze and critique texts from various perspectives and approaches by: <ul style="list-style-type: none"> • developing critiques based on establishing and applying clear, credible criteria for evaluation • substantiating assessments with reasons and evidence

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9-12 Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum

Grade	Performance Standards
9	<ol style="list-style-type: none">1. Use a variety of techniques for researching topics including:<ul style="list-style-type: none">• cross-referencing while gathering information• summarizing dialogue• using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)2. Synthesize a variety of types of visual information including pictures and symbols.
10	<ol style="list-style-type: none">1. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.2. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.3. Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.
11	<ol style="list-style-type: none">1. Conduct research using data from in-depth field studies.2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.3. Inform an audience by using a variety of media to research and explain insights.4. Demonstrate proficiency in accessing and sending information electronically.
12	<ol style="list-style-type: none">1. Identify and defend research questions and topics that will be important in the future.2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.

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9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems

Grade	Performance Standards
9	<ol style="list-style-type: none">1. Examine texts for arguments and develop informed opinions by:<ul style="list-style-type: none">• examining relevant reason and evidence• noting the progression of ideas that substantiate the proposal• analyzing the style, tone, and use of language for a particular effect• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases• identifying and analyzing rhetorical strategies that support proposals2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.3. Create and use criteria to evaluate the effectiveness of communication.4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.
10	<ol style="list-style-type: none">1. Examine controversial issues by:<ul style="list-style-type: none">• sharing and evaluating personal response• researching and summarizing data• developing a framework in which to discuss the issue (creating the context)• compiling personal responses and researched data to organize the argument• presenting data in various forms (e.g., graph, essay, speech, video)2. Critically interpret and evaluate experiences, literature, language, and ideas by:<ul style="list-style-type: none">• making generalizations supported by specific references• reflecting on observations and their relationship to a current viewpoint• distinguishing fact from fiction and recognizing personal bias3. Identify critical questions that would lead to a broader understanding of a selection.4. Identify complex literary terms and find examples in text.5. Read critically and independently to draw conclusions from research.

<p>11</p>	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> • finding and interpreting information effectively • recognizing propaganda as a purposeful technique • establishing and defending a particular perspective • responding respectfully to viewpoints and biases <p>2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"> • examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue) • interpreting effects of figures of speech and the effects of sounds • analyzing stylistic features such as word choice and links between sense and sound • identifying ambiguity, contradiction, irony, parody, and satire • demonstrating how selections reflect the cultures that shaped them. <p>2. Analyze overall effectiveness of one's own writing.</p>
<p>12</p>	<p>1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection • specifying the nature of an issue, including claims made and the reasoning that supports those claims • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. <p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.</p> <p>3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.</p>

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9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.

Grade	Performance Standards
9	<ol style="list-style-type: none">1. Explain meaning, describe processes, and answer research questions to inform others by:<ul style="list-style-type: none">• demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection• demonstrating comprehension of major ideas• summarizing major steps• determining accuracy and clarity of the selection2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.4. Scan reading selections to determine whether a text contains relevant information.5. Use discussion with peers as a way of understanding information.6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).
10	<ol style="list-style-type: none">1. Pose questions prompted by text and research answers by:<ul style="list-style-type: none">• accessing cultural information or explanations from print and non-print media sources• prioritizing and organizing information to construct a complete and reasonable explanation2. Analyze the ideas of others by identifying the ways in which writers:<ul style="list-style-type: none">• introduce and develop a main idea• choose and incorporate significant, supporting, relevant details• relate the structure/organization to the ideas• use effective word choice as a basis for coherence• achieve a sense of completeness and closure3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.4. Identify complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures.

<p>11</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the conventions of language by: <ul style="list-style-type: none"> • decoding vocabulary using knowledge Greek and Latin bases and affixes • discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation) • contrasting use of language conventions of authors in different time periods • analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking) 2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization. 3. Recognize how new information changes one's personal knowledge base. 4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances. 5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables). 6. Use an array of media and technologies to examine and comprehend information.
<p>12</p>	<ol style="list-style-type: none"> 1. Read a wide variety of informational and literary texts and selections to: <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base 2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works. 3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures. 4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).