

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

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

Grade	Performance Standards
5	<ol style="list-style-type: none">1. Listen actively and critically by:<ul style="list-style-type: none">• asking questions• delving deeper into the topic• elaborating on the information and the ideas presented• evaluating information and ideas• making inferences and drawing conclusions• making judgments2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.4. Follow oral instructions that provide information about a task or assignment.

6	<ol style="list-style-type: none"> 1. Narrate a fictional or autobiographical account. 2. Relate details, main ideas, setting, action, and main character(s). 3. Explore expressive materials that are read, heard, or viewed. 4. Identify and interpret figurative language in an oral selection. 5. Interact appropriately in group settings. 6. Reflect on learning experiences by describing personal learning growth and change in perspective. 7. Interpret how personal circumstances and background shape interaction with text.
7	<ol style="list-style-type: none"> 1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader. 2. Respond to informational materials that are read, heard, or viewed by: <ul style="list-style-type: none"> • summarizing the information • determining the importance of the information • making connections to related topics/information • monitoring comprehension • drawing inferences • generating questions 3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.
8	<ol style="list-style-type: none"> 1. Narrate a personal account that: <ul style="list-style-type: none"> • establishes a point of view and sharpens focus • uses remembered feelings • selects details that best illuminate the topic • connects events to self and society 2. Interact in group activities and/or seminars to: <ul style="list-style-type: none"> • share personal reactions to questions raised • give reasons and cite examples from texts to support opinions • clarify, illustrate, or expand on a response • ask classmates for similar expansion 3. Compare, contrast, and evaluate for details, main ideas, themes, actions, and main character from oral selections.

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5-8 Benchmark I-B: Gather and use information for research and other purposes

Grade	Performance Standards
5	<ol style="list-style-type: none">1. Understand concept of primary source.2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by:<ul style="list-style-type: none">• conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks)• evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.
6	<ol style="list-style-type: none">1. Interpret and synthesize information from a variety of sources by:<ul style="list-style-type: none">• reviewing the characteristics of informational works• restating and summarizing information• determining the importance of information• making connections to related topics and information• monitoring comprehension• drawing inferences• generating questions2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:<ul style="list-style-type: none">• exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs)• distinguishing between primary and secondary sources3. Organize information gathered for a research topic into major components based on appropriate criteria.

7	<ol style="list-style-type: none"> 1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues. 2. Interpret and synthesize information by responding to information that is read, heard, or viewed. 3. Develop informational products and/or presentations that cite multiple print and non-print sources by: <ul style="list-style-type: none"> • identifying and using appropriate primary and secondary sources • comparing, contrasting, and evaluating information from different sources about the same topic • evaluating information for extraneous details, inconsistencies, relevant facts, and organization 4. Examine critical relationships between and among elements of a research topic.
8	<ol style="list-style-type: none"> 1. Use information for specific tasks by: <ul style="list-style-type: none"> • analyzing and evaluating information to extend ideas • analyzing and evaluating themes and central ideas in relation to personal and societal issues • creating a research product in both written and presentation form 2. Use images, videos, and visual representations as informational research tools.

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5-8 Benchmark I-C: Apply critical thinking skills to analyze information

Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Evaluate text to determine author’s purpose and opinion by: <ul style="list-style-type: none"> • evaluating inferences, conclusions, and generalizations • identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification 2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text. 3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing word choice and content • examining reasons for a character’s actions • creating and presenting a product that demonstrates a personal response • examining alternative perspectives 4. Make informed judgments about bias, propaganda, stereotyping, and media techniques. 5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection. 6. Distinguish between fact and opinion.
6	<ol style="list-style-type: none"> 1. Use critical thinking skills and create criteria to evaluate text and multimedia by: <ul style="list-style-type: none"> • determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques • identifying and exploring the underlying assumptions of the author 2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations. 3. Develop and apply appropriate criteria to evaluate the quality of communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques • drawing conclusions based on evidence, reasons, or relevant information • considering the implications, consequences, or impact of those conclusions
7	<ol style="list-style-type: none"> 1. Use the problem-solving process to refine understanding by: <ul style="list-style-type: none"> • analyzing problems and solutions within various texts and situations • utilizing the problem-solving process within various contexts and situations • constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details 2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: <ul style="list-style-type: none"> • stating a firm judgment • justifying the judgment with logical, relevant reasons, clear examples, and supporting details • creating an organizing structure appropriate to purpose, audience, and context 3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent. 4. Interpret universal themes, values, and conflicts in a selection.
8	<ol style="list-style-type: none"> 1. Create a research product in both written and presentation form by: <ul style="list-style-type: none"> • determining purpose, audience, and context • choosing a relevant topic • selecting a presentation format (e.g., video, essay, interactive technology) • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization • researching and organizing information to achieve purpose using notes and memory aides to structure information • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources • citing sources used • employing graphics, charts, diagrams, and graphs to enhance communication 2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.

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5-8 Benchmark I-D: **Demonstrate competence in the skills and strategies of the reading process**

Grade	Performance Standards
5	<ol style="list-style-type: none">1. Apply enabling strategies and skills to read by:<ul style="list-style-type: none">• expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft• using word reference materials• selecting key vocabulary critical to the text and applying appropriate meanings for understanding• reading independently to increase fluency and build background knowledge2. Interact with the text by:<ul style="list-style-type: none">• making predictions• formulating questions• supporting answers from textual information, previous experience, and/or other sources• drawing on personal, literary, and cultural understandings• seeking additional information3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.

<p>6</p>	<ol style="list-style-type: none"> 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: <ul style="list-style-type: none"> • using effective reading strategies to match type of text • reading self-selected literature and other materials of individual interest • reading selections and other materials assigned • discussing selections in teacher-student discussions and small groups • taking an active role in whole-class seminars • discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style • investigating examples of distortion and stereotype • recognizing underlying messages in order to identify recurring themes 2. Generate questions to be answered while reading and reflect on what has been learned after reading. 3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help). 4. Follow oral and written directions for a procedure. 5. Use knowledge of punctuation to assist in comprehension.
<p>7</p>	<ol style="list-style-type: none"> 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by: <ul style="list-style-type: none"> • reading a variety of literary and other texts(e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems) • analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work • analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution 2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written. 3. Accurately identify author’s purpose and perspective. 4. Use knowledge of context and vocabulary to understand informational text.
<p>8</p>	<ol style="list-style-type: none"> 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media. 2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues. 3. Recognize when information presented in a text is new knowledge and describe how it can be used. 4. Use the various parts of a text to locate specific information (index, table of contents, glossary) 5. Identify the topic sentence in a reading selection. 6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.

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