

Reading Success, Effective Comprehension Strategies (Level A) Alignment with New Mexico Curriculum Standards for English Language Arts

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.

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <ol style="list-style-type: none"> 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). 2. Visualize and recall story details, including characterization and sequence. 3. Read a variety of texts, including: <ul style="list-style-type: none"> • Fiction (e.g., legends, novels, folklore, science fiction) • Non-fiction (e.g., autobiographies, informational books, diaries, journals) • Poetry • Drama <p>Increase vocabulary through reading, listening and interacting.</p>	<p>Standard 1: Inference</p> <p>1.1 When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</p> <p>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; ; Lessons 6, 7, 9</p> <p>1.3 When presented with a reading passage, the student is able to write a short explanation of the setting—where the action takes place—using evidence from the passage; Lesson 8</p> <p>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.5 When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27</p> <p>Reviewed in Lessons 6, 7, 8, 9, 12, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p>

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

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <ol style="list-style-type: none"> 5. 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). 6. Visualize and recall story details, including characterization and sequence. 7. Read a variety of texts, including: <ul style="list-style-type: none"> • Fiction (e.g., legends, novels, folklore, science fiction) • Non-fiction (e.g., autobiographies, informational books, diaries, journals) • Poetry • Drama <p>Increase vocabulary through reading, listening and interacting.</p>	<p>Standard 6: Paraphrase</p> <p>6.1 When presented with a sentence, the student is able to write a paraphrase of the sentence by first changing the word order, and then by replacing phrases with other phrases that have similar meaning; Lessons 27, 28, 31</p> <p>6.2 When presented with a sentence, the student is able to select a paraphrase of the sentence from a list; Lesson 29</p> <p>6.3 When presented with a sentence, the student is able to write a paraphrase of the sentence when part of the paraphrase is provided as a prompt; Lessons 32, 33, 36, 37</p> <p>6.4 When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44 Reviewed in Lessons 34, 41, 52, 54, 58, 62, 64, 68</p> <p>Standard 7: Rewriting Passages</p> <p>7.1 When presented with a reading passage, the student is able to rewrite the passage in his or her own words when a summary list of details from the passage is provided as a prompt; Lessons 46, 47, 48, 49, 51, 53, 57, 59</p> <p>7.2 When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74</p> <p>7.3 When presented with a reading passage, the student is able to make a summary list of details from the passage and then rewrite the passage in his or her own words; Lessons 61, 63, 66, 68, 71, 72</p> <p>Standard 8: Vocabulary (Word Meanings)</p> <p>8.1 When presented with an underlined word in a sentence, the student is able to select an alternate sentence that uses the underlined word in the same way as the first sentence; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</p> <p>8.2 When presented with an underlined word in a sentence, the student is able to select the correct definition of the word from a list; Lessons 41, 42, 43, 44, 46 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

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

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <p>9. 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).</p> <p>10. Visualize and recall story details, including characterization and sequence.</p> <p>11. Read a variety of texts, including:</p> <ul style="list-style-type: none"> • Fiction (e.g., legends, novels, folklore, science fiction) • Non-fiction (e.g., autobiographies, informational books, diaries, journals) • Poetry • Drama <p>Increase vocabulary through reading, listening and interacting.</p>	<p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.3 The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p> <p>9.4 The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p>9.6 The student is able to define paraphrase as "to say the same thing in other words"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p> <p>9.7 The student is able to define summary as "the highlights, chief points, or main idea of a passage"; Lessons 31, 32, 33, 34, 39, 44, 69</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.9 The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; Lessons 41, 42, 43, 44, 47, 58, 59, 68</p> <p>9.10 The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p>

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

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <p>13. 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).</p> <p>14. Visualize and recall story details, including characterization and sequence.</p> <p>15. Read a variety of texts, including:</p> <ul style="list-style-type: none"> • Fiction (e.g., legends, novels, folklore, science fiction) • Non-fiction (e.g., autobiographies, informational books, diaries, journals) • Poetry • Drama <p>Increase vocabulary through reading, listening and interacting.</p>	<p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p> <p>Standard 10: Figurative Language</p> <p>10.1 Presented with short verse, the student is able to identify and explain uses of figurative language; Lessons 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

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

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

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <ol style="list-style-type: none"> Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> Analyzing author's word choice and context Examining reasons for characters' actions Identifying and examining characters' motives Considering a situation or problem from different characters' perspectives Respond to nonfiction using interpretive, critical, and evaluative processes. Analyze characters, events, and plots from different texts and cite supporting evidence. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response. Demonstrate deductive and inductive reasoning by drawing logical conclusions. 	<p>Standard 5: Author's Purpose</p> <p>5.1 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform or to entertain; Lessons 21, 22, 23, 27</p> <p>5.2 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade; Lessons 58, 59, 61, 62</p> <p>5.3 When presented with a reading passage, the student is able to select a statement of the author's specific purpose from a list; Lessons 29, 32, 33, 36, 37, 43, 44, 53, 54, 57, 63, 64, 66, 67, 68, 69</p> <p>5.4 When presented with a reading passage, the student is able to write a statement of the author's specific purpose (e.g., to inform, entertain, or persuade); Lessons 38, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56 Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p> <p>Standard 1: Inference</p> <p>1.1 When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</p> <p>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; ; Lessons 6, 7, 9</p> <p>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27 Reviewed in Lessons 6, 7, 8, 9, 12, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p>

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

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

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <ol style="list-style-type: none">1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).5. Increase vocabulary through reading, listening, and interacting.	<p>Standard 8: Vocabulary (Word Meanings)</p> <p>8.1 When presented with an underlined word in a sentence, the student is able to select an alternate sentence that uses the underlined word in the same way as the first sentence; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</p> <p>8.2 When presented with an underlined word in a sentence, the student is able to select the correct definition of the word from a list; Lessons 41, 42, 43, 44, 46 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.3 The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p> <p>9.4 The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p>9.6 The student is able to define paraphrase as "to say the same thing in other words"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p> <p>9.7 The student is able to define summary as "the highlights, chief points, or main idea of a passage"; Lessons 31, 32, 33, 34, 39, 44, 69</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p>

K-4 Benchmark I-D: Acquire reading strategies. (continued)

New Mexico Standard	Reading Success Program (Level A)
<p>Performance Standards Grade 4:</p> <p>2. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>5. Increase vocabulary through reading, listening, and interacting.</p>	<p>9.9 The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; Lessons 41, 42, 43, 44, 47, 58, 59, 68</p> <p>9.10 The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p>

Reading Success Level B Alignment with New Mexico English Language Arts Standards for Grade 5

New Mexico English Language Arts Standards	Reading Success
<p>5-8 Benchmark I-C: Apply critical thinking skills to analyze information.</p> <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 nonfiction that support plot development, choice of words, effectiveness of figurative language, and personification 6. Distinguish between fact and opinion 	<p>Standard 4: Fact and Opinion</p> <p>4.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>Standard 6: Author's Purpose</p> <p>6.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>6.3 When presented with a passage, students are able to differentiate between a statement of author's general purpose, and a statement of an author's specific purpose.</p> <p>6.4 Students are able to recognize that a statement of an author's specific main idea is about the same as a statement of the main idea of a passage.</p> <p>6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.3 Students learn the meaning, spelling, and origin of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</p>

	<p>11.5 Students learn the meaning, spelling, and origin of the word metaphor. Students are also able to recognize and describe metaphor in poems and passages.</p> <p>11.6 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p> <p>11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages.</p> <p>11.10 Students learn the meaning, spelling, and origin of the word personification. Students are also able to recognize and describe personification in poems and passages.</p> <p>11.11 Students learn the meaning, spelling, and origin of the word onomatopoeia. Students are also able to recognize and describe onomatopoeia in poems and passages.</p> <p>11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p> <p>11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.</p>
<p>5-8 Benchmarks I-D: Demonstrate competence in the skills and strategies of the reading process.</p> <p>2. Interact with the text by:</p>	<p>Standard 3: Main Idea</p> <p>3.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify</p>

<ul style="list-style-type: none"> • Making predictions • Formulating questions • Supporting answers from textual information, previous experience, and/or other sources <p>4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.</p>	<p>details from the passage, and to write a main idea statement for the passage.</p> <p>3.3 When presented with a reading passage, students are able to differentiate between statements of the passage’s main idea and statements that tell details from the passage.</p> <p>3.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 5: Literal Comprehension</p> <p>5.1 When presented with a reading passage, students are able to use prior knowledge and evidence from the passage to answer questions about the passage.</p>
<p>5-8 Benchmarks III-B: Identify and make connections among literary works.</p> <ol style="list-style-type: none"> 1. Identify main conflict in a plot and describe how it is resolved. 2. Contrast the actions and motives of characters in literary works. 3. Explain the importance of a character’s actions to the plot and theme of a literary work 	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.14 Students learn the meaning, spelling, and origin of the word</p>

	plot. Students are also able to recognize and describe plot in passages.
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Reading Success Level C Alignment with New Mexico English Language Arts Standards for Grade 6

New Mexico English Language Arts Standards	Reading Success
<p>5-8 Benchmark I-C: Apply critical thinking skills to analyze information.</p> <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"> • Determine purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques. 3. Develop and apply appropriate criteria to evaluate the quality of communication by: <ul style="list-style-type: none"> • Drawing conclusions based on evidence, reasons, or relevant information. 	<p>Standard 2: Literal Questions</p> <p>2.1 When presented with a reading selection, students are able to use prior knowledge and evidence from the selection to answer questions about the passage, poster, sign, graph, or chart.</p> <p>Standard 3: Inference</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>Standard 5: Main Idea</p> <p>5.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>Standard 6: Fact and Opinion</p> <p>6.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>Standard 8: Author's Purpose</p> <p>8.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>8.2 When presented with a passage, students are able to select a</p>

	<p>statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
<p>5-8 Benchmarks I-D: Demonstrate competence in the skills and strategies of the reading process.</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"> • 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 	<p>Standard 3: Inference</p> <p>3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>3.2 When presented with a reading passage, students are able to infer the setting of a passage, and to write a short explanation of the information they used to make the prediction.</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>3.4 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p> <p>Standard 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.6 Presented with a poem, students are able to recognize and</p>

	<p>discuss symbolism within the poem.</p> <p>11.7 Presented with a poem, students are able to identify and explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
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