



Literacy and Intervention

NEW MEXICO STATE STANDARDS



Intensive, Multisensory Reading Intervention with Proven Results

Grades Pre-K–8+



S.P.I.R.E. Teacher's Guide
Level 1 &
Pre-Level 1 - Sounds Sensible
 correlated to
New Mexico Public Education Department
 Language Arts Standards
Grade Kindergarten

SS – Sounds Sensible; L1 – Level one

Grade Kindergarten	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and retell information	
1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	SS: 5, 15; L1: 14, 20, 24, 29, 32
2. Demonstrate sense of story (e/g/. beginning, middle, end, characters, details).	SS: 5; L1: 29, 32, 43, 48, 51
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). =	SS: 5, 15, 16; L1: 34, 39, 45, 49, 52
4. Role-play and act out stories (e/g/. fairy tales, songs, rhymes).	SS: 10, 11, 12, 15, 16; L1: 87, 278, 283
5. Follow simple oral instructions.	SS: 13, 15, 17, 22, 25; L1: 6, 17, 22, 26, 30

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Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	
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).	SS: 5, 15, 16; L1: 6, 17, 22, 26, 30
2. Generate questions of interest about a topic.	SS: 4, 5; L1: 13, 43, 51, 54, 58
Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	
1. Understand oral and graph instructions.	SS: 22, 25, 26, 31, 32; L1: 52, 56, 60, 66, 73
2. Create mental pictures to predict possible events in text before and during reading.	SS: 4, 5; L1: 13, 20, 24, 29, 32
3. Compare different versions of the same story.	N/A
4. Relate experiences and observations.	L1: 43, 48, 51, 58, 79
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?).	SS: 4, 5; L1: 76, 79, 83, 87, 98
6. Sequence a story to describe the beginning, middle, and end.	L1: 220, 225, 256, 261, 266
7. Differentiate between non-fiction and fiction stories.	N/A
Benchmark I-D: Acquire reading strategies	
1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> Demonstrating understanding that spoken language is a sequence of identifiable speech sounds Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds 	SS: 1, 2, 3, 46, 47; L1: 2, 8-9, 19, 23
2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> Recognizing and naming upper and lower case letters of the alphabet Recognizing common words and signs by sight Recognizing beginning consonant letter-sound associations in one-syllable words 	SS: 37, 40, 42, 44, 47; L1: 201, 205, 210, 216, 227
3. Read or attempt to read own dictated story.	SS: 4, 5, 95; L1: 198-199, 203, 207-208

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4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	SS: 12, 15, 16; L1: 198-199, 203, 207-208
5. Use appropriate nouns to name objects.	SS: 18, 19, 20, 21, 23
Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Demonstrate competence in speaking to convey information	
1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	SS: 5, 15; L1: 14, 20, 24, 29, 32
2. Use correct words to name objects or tell actions.	SS: 20, 21, 23, 24, 25; L1: 74, 153, 174, 176, 190
3. Use speaking skills to connect experiences by: <ul style="list-style-type: none"> • Listening to and retelling stories • Discussing and dramatizing stories • Discovering relationships • Taking turns, expressing ideas, and asking questions 	SS: 18, 19, 20, 21, 22; L1: 126, 155, 198, 207-208
4. Use a variety of sentence patterns.	SS: 5; L1: 60, 66, 73, 77, 81, 85
5. Ask questions to resolve confusion about a topic.	SS: 5; L1: 25, 29, 43, 71, 76
6. Clarify and sort words by general categories.	N/A
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Locate the title, table of contents, name of author, and illustrator of a text.	SS: 5; L1: 74, 78, 82, 86, 91
2. Use pictures and context to make predictions about story content.	SS: 1, 2, 5; L1: 25, 29, 43, 71, 76
3. Connect information and events in a text to make predictions.	SS: 5; L1: 71, 76, 80, 98, 115
4. Ask and answer questions about essential elements in a text.	SS: 1, 2, 3, 5; L1: 222, 226, 230, 258, 263
5. Recognize and make complete, coherent sentences when speaking.	L1: 236, 241, 246, 251, 258
6. Share information and ideas using complete sentences.	L1: 157, 170, 178, 193, 200

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7. Develop spelling strategies and skills by: <ul style="list-style-type: none"> Representing spoken language with emergent and/or conventional spelling Writing most letters of the alphabet Analyzing sounds in a word and writing dominant consonant letters 	L1: 6, 17, 22, 34, 39
8. Identify and use capital letters to write the word "I" and the first letter of own name.	N/A
Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Develop writing strategies and skills by: <ul style="list-style-type: none"> Representing spoken language with temporary or conventional spelling Writing most letters of the alphabet when they are dictated Analyzing sounds in a word and writing dominant consonant letters Using phonemic awareness and letter recognition to spell independently (standard or emergent spelling) 	L1: 257, 262, 267, 275, 284
2. Dictate a story based on one's own experience with a beginning, middle, and an end.	N/A
3. Write to express own meaning.	L1: 301, 309, 313, 317
4. Write own name and names of others.	N/A
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	
1. Listen and respond to stories based on familiar themes and plots.	SS: 4, 5, 15; L1: 13, 20, 24, 29, 32
2. Relate characters and events to their own life experiences.	SS: 4, 5; L1: 93, 97, 103, 107, 111
3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.	N/A

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Benchmarks III-B: Identify and use the types of literature according to their purpose and function	
1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories).	SS: 5, 15, 16; L1: 34, 39, 45, 49, 52
2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, fairy tales).	N/A
3. Identify characters, setting, and important events.	L1: 115, 135, 139, 160, 176

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S.P.I.R.E. Teacher's Guide

Levels 1-4

correlated to

New Mexico Public Education Department

Language Arts Standards

Grade 1

L1 – Level one; L2 – Level 2; L3- Level 3; L4 – Level 4

Grade One	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and retell information	
b. Listen to and retell short stories.	L1: 204, 209, 222, 258, 263; L2: 214, 219, 223, 227, 231; L3: 188, 193, 198, 226, 236; L4: 123, 128, 133, 153, 158
1. Recognize repetition and predict repeated phrases.	L1: 8, 27, 31, 41, 53; L2: 38, 45, 49, 53, 57; L3: 102, 134, 160, 165, 189; L4: 24, 29, 111, 167, 181
c. Respond and elaborate in answering Who, What, When, Where, and How questions.	L1: 13, 20, 24, 29, 32; L2: 146, 158, 162, 166, 170; L3: 71, 76, 81, 93, 98; L4: 20, 26, 31, 50, 55
2. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.	L1: 48, 51, 76, 126, 142; L2: 143, 147, 158, 163, 167; L3: 11, 17, 21, 26, 37; L4: 55, 67, 74, 79, 84
d. Self-monitor comprehension by using questions, retelling, and summarizing.	L1: 204, 209, 222, 258, 263; L2: 214, 219, 223, 227, 231; L3: 188, 193, 198, 226, 236; L4: 123, 128, 133, 153, 158
3. Follow simple written and oral instructions.	L1: 6, 17, 22, 26, 30; L2: 118, 134, 139, 143, 147; L3: 40, 45, 49, 54, 68; L4: 125, 130, 134, 138, 159
e. Increase vocabulary through reading, listening, and interacting.	L1: 126, 155, 198, 207-208; L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137

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Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	
a. 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).	L1: 126, 155, 198, 207-208; L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137
Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	
e. Associate target words with prior knowledge and explore an author's choice of words.	L1: 70, 76, 79, 98, 102; L2: 170, 175, 213, 218, 227; L3: 139, 152, 158, 162, 167; L4: 109, 122, 132, 137, 158
f. Predict and explain what will happen next in a story.	L1: 25, 29, 43, 71, 76; L2: 29, 42, 51, 77, 114; L3: 38, 43, 48, 53, 65; L4: 20, 26, 31, 44
1. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).	L1: 126, 155, 198, 207-208; L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137
2. Describe differences and similarities between different stories (i.e., characters, plot, setting).	L1: 135, 139, 142, 155, 198; L2: 167, 171, 175, 214, 219; L3: 25, 48, 52, 104, 139; L4: 100, 105, 123, 133, 137
Benchmark I-D: Acquire reading strategies	
d. Develop phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> Blending the phonemes of one-syllables words Segmenting the phonemes of one-syllable words Changing the beginning, middle, and ending sounds to produce new words 	L1: 8, 19, 23, 28, 31; L2: 39, 45, 49, 53, 57; L3: 8, 29, 34, 56, 69; L4 : 2, 8, 13, 17, 24
e. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> Using phonics knowledge and sound-letter relationships to decode regular one-syllable words Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) 	L1: 7, 40, 67, 95, 123; L2: 8, 15, 19, 27, 31; L3: 41, 46, 55, 61, 69; L4: 12, 17, 24, 29, 34
f. Read aloud with fluency and comprehension grade-level text.	L1: 21, 48, 71, 76, 109; L2: 102, 106, 110, 114, 118; L3: 22, 26, 31, 44, 53; L4: 75, 80, 84, 95, 101
g. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	L1: 147, 168, 190, 212, 234; L2: 88, 94, 100, 117, 122; L3: 3, 10, 30, 36, 56; L4: 19, 35, 40, 48, 72
h. Increase vocabulary through reading, listening, and interacting.	L1: 126, 155, 198, 207-208; L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137

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Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Demonstrate competence in speaking to convey information	
c. Read aloud with fluency and comprehension grade-level text.	L1: 21, 48, 71, 76, 109; L2: 102, 106, 110, 114, 118; L3: 22, 26, 31, 44, 53; L4: 75, 80, 84, 95, 101
d. Engage in discussions resulting in written products.	L1: 60, 66, 73, 77, 81, 85; L2: 227, 231, 235, 241, 246; L3: 159, 164, 169, 183, 188; L4: 155, 159, 164, 169, 180
e. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).	L1: 204, 209, 222, 258, 263; L2: 214, 219, 223, 227, 231; L3: 188, 193, 198, 226, 236; L4: 123, 128, 133, 153, 158
Benchmarks II-B: Apply grammatical and language conventions to communicate	
b. Confirm predictions about what will happen next in a text by identifying key words.	L1: 25, 29, 43, 71, 76; L2: 29, 42, 51, 77, 114; L3: 38, 43, 48, 53, 65; L4: 20, 26, 31, 44
c. Use context to resolve ambiguities about word and sentence meaning.	L1: 71, 76, 80, 98, 103; L2: 71, 77, 81, 85, 89; L3: 153, 158, 162, 167, 181; L4: 73, 79, 84, 94, 100
1. Relate prior knowledge to textual information.	L1: 70, 76, 79, 98, 102; L2: 170, 175, 213, 218, 227; L3: 139, 152, 158, 162, 167; L4: 109, 122, 132, 137, 158
2. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.	L1: 149, 156, 161, 164, 170; L2: 13, 21, 26, 29, 36; L3: 12, 17, 22, 27, 31; L4: 10, 15, 22, 27, 32,
3. Apply phonics to write independently, using emergent and/or conventional spelling.	L1: 149, 156, 161, 164, 170; L2: 13, 21, 26, 29, 36; L3: 12, 17, 22, 27, 31; L4: 10, 15, 22, 27, 32,
4. Write all upper and lower case letters of the alphabet using correct letter formation.	N/A
5. Use complete sentences to write simple text.	L1: 267; Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: , 160, 168, 172, 176, 183; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57
6. Use basic capitalization and punctuation for: <ul style="list-style-type: none"> • first word in a sentence • proper names • period to end declarative sentence • question mark to end interrogative sentence 	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: , 160, 168, 172, 176, 183; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57

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7. Self-monitor composition by using re-reading and peer conferences.	L1: 93, 97, 103, 107, 111; L2: 25, 29, 42, 47, 51; L3: 48, 53, 65, 72, 77; L4: 100, 110, 123, 133, 152
Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).	N/A
2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).	L3: 45; L4: 85, 113
3. Write descriptions of familiar persons, places, or objects.	L3: 45; L4: 33,
4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).	L1: 89; L3: 45
5. Begin to utilize conventional spelling.	L1: 149, 156, 161, 164, 170; L2: 13, 21, 26, 29, 36; L3: 12, 17, 22, 27, 31; L4: 10, 15, 22, 27, 32,
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	
1. Increase vocabulary and understand expressions found in appropriate literary works.	L1: 126, 155, 198, 207-208; L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137
2. Identify the characters and simple story lines from selected myths and stories from around the world.	N/A
3. Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing).	N/A
Benchmarks III-B: Identify and use the types of literature according to their purpose and function	
1. Identify elements of plot and setting in a story.	L1: 135, 139, 142, 155, 198; L2: 167, 171, 175, 214, 219; L3: 25, 48, 52, 104, 139; L4: 100, 105, 123, 133, 137
2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.	L1: 115, 135, 139, 160, 176; L2: 68, 74, 79, 84, 94; L3: 25, 48, 52, 104, 139; L4: 133, 137, 153, 162, 167

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Levels 2-5

correlated to

New Mexico Public Education Department

Language Arts Standards

Grade 2

L2 – Level 2; L3- Level 3; L4 – Level 4; L5 – Level 5

Grade Two	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and retell information	
1. Independently recall facts and details in text.	L2: 143, 147, 158, 163, 167; L3: 188, 193, 198, 226, 236; L4: 123, 128, 133, 153, 158; L5: 114, 118, 128, 134, 139
2. Increase vocabulary through reading, listening, and interacting.	L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137; L5: 34, 39, 44, 85, 89
Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	
1. Identify and use appropriate sources of information to accomplish a specific learning task.	N/A
2. Use print and electronic resources to access information (e.g., images, sound, text, video).	N/A
3. Select an appropriate format to locate, gather, access, record, organize, and present information.	N/A

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Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	
1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	L2: 143, 147, 158, 163, 167; L3: 11, 17, 21, 26, 37; L4: 55, 67, 74, 79, 84; L5: 128, 143, 165, 175, 199
2. Recognize own difficulty in comprehending text.	L2: 143, 147, 158, 163, 167; L3: 11, 17, 21, 26, 37; L4: 55, 67, 74, 79, 84; L5: 134, 143, 159, 170, 175
3. Discuss similarities and differences in events and characters across stories.	L2: 29, 42, 51, 77, 114; L3: 38, 43, 48, 53, 65; L4: 20, 26, 31, 44; L5: 170, 175, 199, 210, 230
4. Interpret information from diagrams, charts, and graphs.	N/A
Benchmark I-D: Acquire reading strategies	
c. 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).	L2: 15, 19, 23, 27, 38; L3: 85, 91, 97, 103, 109; L4: 18, 25, 30, 42, 49; L5: 52, 57, 67, 72, 77
1. Read most high-frequency and irregularly spelled words.	L2: 8, 15, 19, 23, 27; L3: 7, 33, 61, 123, 177; L4: 40, 48, 53, 64, 71; L5: 6, 76, 192, 223
2. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	L2: 15, 19, 23, 27, 38; L3: 85, 91, 97, 103, 109; L4: 18, 25, 30, 42, 49; L5: 52, 57, 67, 72, 77
3. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.	L2: 71, 77, 81, 85, 89; L3: 153, 158, 162, 167, 181; L4: 73, 79, 84, 94, 100; L5: 79, 85, 89, 93, 105
4. Read aloud with fluency and comprehension grade-level text.	L2: 72, 77, 81, 85, 89; L3: 100, 104, 127, 132, 136; L4: 158, 163, 167, 172, 178; L5: 10, 16, 19, 24, 34
5. Increase vocabulary through reading, listening, and interacting.	L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137; L5: 10, 38, 89, 110, 114
6. Recognize and express difficulty in comprehending text.	L2: 42, 47, 51, 55, 59; L3: 72, 81, 93, 99, 105; L4: 74, 79, 84, 94, 100; L5: 39, 44, 80, 85, 89
Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Demonstrate competence in speaking to convey information	
1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	L2: 139, 143, 147, 158, 163; L3: 16, 21, 26, 37, 43; L4: 75, 84, 101, 123, 137; L5: 110, 118, 139, 170, 195
2. Explain and describe new concepts and information in own words.	L2: 160, 168, 172, 176, 183; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57; L5: 111, 115, 119, 131, 135

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3. Use oral communication to identify, organize, and analyze information.	L2: 214, 219, 223, 227, 231; L3: 188, 193, 198, 226, 236; L4: 123, 128, 133, 153, 158; L5: 105, 110, 114, 118, 129
4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.	L2: 106, 110, 114, 118, 147; L3: 49, 54, 68, 73, 78; L4: 68, 74, 79, 94, 100; L5: 170, 176, 180, 195, 210
5. Identify and select an appropriate method to communicate, relevant to the audience and purpose.	L2: 115, 118, 130, 134, 139; L3: 18, 23, 40, 45, 49; L4: 23, 28, 33, 47, 52; L5: 85, 89, 105, 110, 114
6. Read aloud with fluency and comprehension grade-level text.	L2: 47, 51, 55, 59, 65; L3: 11, 16, 21, 26, 37; L4: 133, 137, 141, 146, 152; L5: 34, 39, 44, 85, 89
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.	L2: 44, 48, 52, 56, 74; L3: 129, 133, 137, 141, 155; L4: 125, 130, 134, 138, 155; L5: 82, 86, 90, 96, 107
2. Spell correctly using: <ul style="list-style-type: none"> • previously studied words • spelling patterns • analysis of sounds 	L2: 13, 21, 26, 29, 36; L3: 12, 17, 22, 27, 31; L4: 10, 15, 22, 27, 32; L5: 35, 40, 44, 49, 54
3. Identify format and mechanics in own writing.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 160, 168, 172, 176, 183; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57; L5: 65, 96, 107, 111, 115
4. Use capitalization, punctuation, and paragraphs in own writing.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 44, 48, 52, 56, 74; L3: 129, 133, 137, 141, 155; L4: 125, 130, 134, 138, 155; L5: 82, 86, 90, 96, 107
5. Use subject, predicate, and modifiers in sentences.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 160, 168, 172, 176, 183; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57; L5: 65, 96, 107, 111, 115
6. Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 30, 48, 52, 56, 74; L3: 129, 133, 137, 141, 155; L4: 125, 130, 134, 138, 155; L5: 82, 86, 90, 96, 107
7. Use letter formation, lines, and spaces to create readable documents.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 44, 48, 52, 56, 74; L3: 129, 133, 137, 141, 155; L4: 125, 130, 134, 138, 155; L5: 82, 86, 90, 96, 107
8. Use plural forms of commonly used nouns and common age-appropriate contractions.	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 176, 183, 215, 247, 261; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57; L5: 65, 96, 107, 111, 115
9. Use titles, tables, index, and chapter headings to locate information in expository text.	N/A

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10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	L2: 47, 51, 55, 59, 65; L3: 11, 16, 21, 26, 37; L4: 133, 137, 141, 146, 152; L5: 34, 39, 44, 85, 89
Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences).	N/A
2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types).	Students can demonstrate correct writing techniques with writing exercises in text, e.g., L2: 176, 183, 215, 247, 261; L3: 13, 18, 23, 39, 45; L4: 28, 33, 47, 52, 57; L5: 65, 96, 107, 111, 115
3. Write structured, informative presentations and narratives when given help with organization.	N/A
4. Begin to assist others to edit writing.	N/A
5. Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.	N/A
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	
1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.	N/A
2. Increase vocabulary by listening to, reading, and responding to literary works.	L2: 143, 147, 158, 163, 167; L3: 53, 71, 81, 93, 99; L4: 106, 111, 123, 133, 137; L5: 34, 39, 44, 85, 89
3. Identify cultural characteristics in literature and media.	N/A
4. Demonstrate how similar themes are represented by different versions of stories from many cultures.	N/A
Benchmarks III-B: Identify and use the types of literature according to their purpose and function	
1. Identify differences between poetry and expository writing.	N/A
2. Compare and contrast plots, settings, and characters presented by different authors.	N/A
3. Identify the use of rhythm, rhyme, and alliteration in writing.	N/A
4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.	N/A

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S.P.I.R.E. Teacher's Guide
Levels 4-6
 correlated to
New Mexico Public Education Department
 Language Arts Standards

Grade 3

L4 – Level 4; L5 – Level 5; L6 – Level 6

Grade Three	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and retell information	
1. Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • setting a purpose • previewing the text • making predictions • asking questions • locating information for a specific purpose • making connections • using story structure and text organization to comprehend 	L4: 183, 187, 202, 208, 213; L5: 134, 143, 159, 170, 175; L6: 22, 49, 56, 162, 166
2. Summarize main idea(s) from written or spoken text succinctly.	L4: 21, 27, 32, 55, 68; L5: 128, 139, 144, 159, 165; L6: 141, 156, 162, 166, 177

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3. Employ active listening skills.	L4: 105, 110, 116, 123, 128; L5: 114, 118, 128, 134, 139; L6: 22, 28, 33, 38, 50
4. Increase vocabulary through reading, listening, and interacting.	L4: 106, 111, 123, 133, 137; L5: 10, 38, 89, 110, 114; L6: 33, 38, 50, 57, 62
Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	
1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.	N/A
2. Use encyclopedias, dictionaries, and electronic resources to gather information.	N/A
Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	
1. Draw conclusions, make generalizations, gather support by referencing the text.	L4: 74, 79, 84, 94, 100; L5: 39, 44, 80, 85, 89; L6: 50, 73, 79, 131, 156
2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).	N/A
Benchmark I-D: Acquire reading strategies	
1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).	L4: 7, 12, 17, 24, 29; L5: 6, 13, 17, 21, 26; L6: 36, 41, 46, 54, 60
2. Apply context clues to decode unknown words.	L4: 73, 79, 84, 94, 100; L5: 79, 85, 89, 93, 105; L6: 78, 83, 103, 109, 114
3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.	N/A
4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	L4: 100, 110, 123, 133, 152; L5: 16, 19, 23, 34, 93; L6: 115, 131, 136, 141, 156
5. Read aloud with fluency and comprehension grade-level text.	L4: 133, 137, 141, 146, 152; L5: 34, 39, 44, 85, 89; L6: 57, 62, 73, 79, 84
6. Increase vocabulary through reading, listening, and interacting.	L4: 106, 111, 123, 133, 137; L5: 10, 38, 89, 110, 114; L6: 33, 38, 50, 57, 62
Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Demonstrate competence in speaking to convey information	
1. Present information in a logical manner with a clear main point.	L4: 137, 153, 158, 162, 167; L5: 10, 15, 19, 23, 85; L6: 131, 136, 141, 156, 188
2. Sustain conversation on a topic.	L4: 123, 128, 133, 137, 152; L5: 34, 93, 105, 110, 114; L6: 141, 162, 177, 183, 204
• Answer open-ended questions.	L4: 104, 108-109, 121, 136; L5: 80, 89, 94, 110, 114; L6: 28, 33, 38, 50, 62

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3. Explain own learning.	L4: 137, 153, 158, 162, 167; L5: 10, 15, 19, 23, 85; L6: 131, 136, 141, 156, 188
4. Read aloud with fluency and comprehension grade-level text.	L4: 133, 137, 141, 146, 152; L5: 34, 39, 44, 85, 89; L6: 57, 62, 73, 79, 84
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Use correct subject/verb agreement.	Students can use correct writing mechanics with writing exercises in text, e.g., L4: 23, 28, 33, 47, 52; L5: 85, 89, 105, 110, 114; L6: 141, 156, 162, 166, 177
2. Use correct capitalization and punctuation.	Students can use correct writing mechanics with writing exercises in text, e.g., L4: 125, 130, 134, 138, 159; L5: 119, 131, 135, 140, 145; L6: 100, 107, 112, 117, 122
3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	Students can use correct writing mechanics with writing exercises in text, e.g., L4: 23, 28, 33, 47, 52; L5: 85, 89, 105, 110, 114; L6: 141, 156, 162, 166, 177
4. Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences • supporting details • appropriate, logical sequence • sufficient elaboration 	N/A
5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).	L4: 10, 15, 22, 27, 32; L5: 35, 40, 44, 49, 54; L6: 94, 99, 106, 111, 116
6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.	N/A
7. Create readable documents with legible handwriting.	Students can demonstrate correct handwriting mechanics with writing exercises throughout text, e.g., L4: 125, 130, 134, 138, 159; L5: 119, 131, 135, 140, 145; L6: 100, 107, 112, 117, 122
8. Write compositions that have few significant errors in: <ul style="list-style-type: none"> • use of pronouns • adjectives • adverbial forms • coordinating conjunctions 	N/A
9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.	N/A
10. Demonstrate a command of standard English when speaking.	L4: 74, 79, 84, 94, 100; L5: 39, 44, 80, 85, 89; L6: 50, 73, 79, 131, 156

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Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	N/A
2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	N/A
3. Suggest and implement reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas • adding descriptive words and phrases • sequencing events and ideas • combining short, related sentences • strengthening word choice 	N/A
4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).	N/A
5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.	N/A
6. Write stories and essays that show an awareness of an intended audience and purpose.	N/A
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	
1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).	L4: 20, 26, 31, 50, 55; L5: 175, 199, 210, 230, 246; L6: 22, 49, 56, 62, 79
2. Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays).	N/A
3. Identify and discuss similarities and differences in events and characters across examples of literature and media.	L4: 73, 79, 84, 94, 100; L5: 88, 104, 109, 114, 128; L6: 49, 56, 62, 79, 84, 110
4. Make informed judgments about the purpose of media productions.	N/A

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Benchmarks III-B: Identify and use the types of literature according to their purpose and function

<p>1. Read and create a variety of text, including:</p> <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, and fables) • non-fiction (biographies, letters, articles, essays) • poetry • drama (skits and plays) 	<p>N/A</p>
<p>2. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • considering the differences among genres • relating plots, settings, and characters to own experiences and ideas • considering main character’s point of view • participating in creative interpretations • making inferences and drawing conclusions about characters and events 	<p>L4: 73, 79, 84, 94, 100; L5: 88, 104, 109, 114, 128; L6: 49, 56, 62, 79, 84, 110</p>

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S.P.I.R.E. Teacher's Guide
Levels 5-7
 correlated to
New Mexico Public Education Department
 Language Arts Standards

Grade 4

L5 – Level 5; L6 – Level 6; L7 – Level 7

Grade Four	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and retell information	
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).	L5: 95, 105, 110, 114, 118; L6: 204, 210, 214, 225, 231; L7: 77, 102, 108, 129, 134
2. Visualize and recall story details, including characterization and sequence.	L5: 10, 15, 19, 23, 85; L6: 131, 136, 141, 156, 188; L7: 30, 72, 102, 209

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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., auto-biographies, informational books, diaries, journals) • poetry • drama 	L5: 39, 44, 80, 85, 89; L6: 50, 73, 79, 131, 156; L7: 77, 102, 129, 134, 145
4. Increase vocabulary through reading, listening, and interacting.	L5: 80, 89, 94, 110, 114; L6: 28, 33, 38, 50, 62; L7: 12, 22, 29, 55, 70

Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	
1. Use key words, indices, cross-references, and letters on volumes to find information.	N/A
2. Use multiple representations of information (e.g., maps, charts, photos) to find information.	N/A
Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	
1. 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 problems from different characters’ perspectives 	L5: 88, 109, 114, 170, 194; L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102
2. Respond to non-fiction using interpretive, critical, and evaluative processes.	N/A
3. Analyze characters, events, and plots from different texts and cite supporting evidence.	N/A
4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.	N/A
5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.	N/A

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Benchmark I-D: Acquire reading strategies	
1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).	N/A
2. Identify key words and discover their relationships.	L5: 34, 93, 105, 110, 114; L6: 141, 162, 177, 183, 204; L7: 129, 134, 145, 150, 170
3. Adjust speed of reading to suit purpose and difficulty of material.	L5: 128, 143, 165, 175, 199; L6: 50, 57, 62, 73, 79; L7: 24, 30, 50, 56, 72
4. Read aloud with fluency and comprehension grade-level text.	L5: 10, 15, 19, 39, 43; L6: 162, 166, 177, 183, 188; L7: 102, 108, 129, 134, 145
5. Increase vocabulary through reading, listening, and interacting.	L5: 80, 89, 94, 110, 114; L6: 28, 33, 38, 50, 62; L7: 12, 22, 29, 55, 70

Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Demonstrate competence in speaking to convey information	
1. Actively contribute to a discussion.	L5: 119, 131, 135, 140, 145; L6: 100, 107, 112, 117, 122; L7: 10, 15, 27, 32, 53
2. Use language to: <ul style="list-style-type: none"> • present information and ideas clearly and concisely • interview • solve problems • make decisions 	L5: 128, 143, 165, 175, 199; L6: 28, 79, 110, 131, 214; L7: 129, 134, 145, 150, 170
3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.	N/A
4. Use appropriate non-verbal communication while giving presentations.	N/A
5. Read aloud with fluency and comprehension grade-level text.	L5: 23, 34, 105, 110, 114; L6: 141, 162, 177, 183, 204; L7: 129, 134, 145, 150, 170
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Use simple and compound sentences in writing and speaking.	L5: 34, 93, 105, 110, 114; L6: 141, 162, 177, 183, 204; L7: 129, 134, 145, 150, 170

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2. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases	N/A
3. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	N/A
4. Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Students can meet standard with writing exercises in text, e.g., L5: 34, 93, 105, 110, 114; L6: 141, 162, 177, 183, 204; L7: 129, 134, 145, 150, 170
5. Use underlining, quotation marks, or italics to identify titles of documents.	N/A
6. Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns, and the first word in quotations when appropriate.	Students can meet standard with writing exercises in text, e.g., L5: 119, 131, 135, 140, 145; L6: 100, 107, 112, 117, 122; L7: 27, 32, 74, 88, 110
7. Spell correctly roots, inflections, affixes, and syllable constructions.	Students can meet standard with writing exercises in text, e.g., L5: 35, 40, 44, 49, 54; L6: 94, 99, 106, 111, 116; L7: 4, 9, 15, 19, 26
8. Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences • specific, relevant details • logical progression and movement of ideas • coherence • elaboration • concluding statement related to topic 	N/A
9. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	L5: 39, 44, 80, 85, 89; L6: 50, 73, 79, 131, 156; L7: 102, 108, 129, 134, 145
Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Produce a variety of written compositions using: <ul style="list-style-type: none"> • descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event or experience) • narrative writing (e.g., using sequence, point of view, and character to tell a story) • expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations) 	N/A
2. Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	N/A

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3. Focus revision on: <ul style="list-style-type: none"> • sequence of events and ideas • transitional words • sentence patterns 	N/A
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	
1. Examine the reasons for characters' actions.	L5: 88, 109, 114, 170, 194; L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102
2. Identify and examine characters' motives.	L5: 89, 104, 109, 114, 128; L6: 49, 56, 62, 79, 84, 110; L7: 134, 145, 150, 176, 190
3. Consider a situation or problem from different characters' point of view.	L5: 38, 105, 109, 118, 128; L6: 50, 56, 104, 131, 136; L7: 134, 145, 150, 176, 190
4. Trace the exploits of character types across literature and media depicting various cultures.	L7: 129
Benchmarks III-B: Identify and use the types of literature according to their purpose and function	
1. Identify beginning, middle, and end of a story.	N/A
2. Describe the contextual differences of various forms of literature.	N/A
3. Describe the reasons why an author would choose a particular genre.	N/A
4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.	N/A
5. Respond to fiction, non 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 problems from different characters' perspectives 	L5: 88, 104, 109, 114, 128; L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102

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S.P.I.R.E. Teacher’s Guide
Levels 6-8
 correlated to
New Mexico Public Education Department
 Language Arts Standards

Grade 5

L6 – Level 6; L7 – Level 7; L8 – Level 8

Grade Five	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and interpret information	
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 judgments 	L6: 57, 79, 84, 105, 141; L7: 30, 50, 56, 72, 77; L8: 47, 84, 111, 134, 152
2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.	L6: 56, 62, 79, 84, 110; L7: 24, 30, 49, 56, 71; L8: 20, 69, 83, 111, 133

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3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	L6: 115, 131, 136, 141, 156; L7: 72, 77, 102, 108, 129; L8: 21, 47, 70, 84, 111
4. Follow oral instructions that provide information about a task or assignment.	L6: 57, 62, 73, 79, 84; L7: 8, 13, 24, 30, 50; L8: 21, 47, 70, 84, 111
Benchmark I-B: Gather and use information for research and other purposes	
1. Understand concept of primary source.	N/A
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 graphics 	L8: 17, 154
3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.	N/A
Benchmark I-C: Apply critical thinking skills to analyze information	
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 	N/A
2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text	L6: 22, 49, 56, 162, 166; L7: 71, 77, 101, 108, 128; L8: 20, 69, 83, 111, 134
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 	L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102; L8: 47, 151

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4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.	N/A
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.	L6: 84, 105, 136; L7: 8, 24, 108-109; L8: 47, 84, 131
6. Distinguish between fact and opinion.	N/A
Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process	
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 knowledge 	L6: 115, 131, 136, 141, 156; L7: 72, 77, 102, 108, 129; L8: 21, 47, 70, 84, 111
2. 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 information 	L6: 28, 79, 110, 131, 214; L7: 129, 134, 145, 150, 170; L8: 46, 69, 83, 111, 133
3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)	L6: 204, 210, 214, 225, 231; L7: 77, 102, 108, 129, 134; L8: 47, 70, 84, 111, 134
4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.	N/A

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Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Use speaking as an interpersonal communication tool	
1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	L6: 131, 136, 141, 156, 188; L7: 30, 72, 102, 209; L8: 21, 47, 70, 84, 134
2. Use language to: <ul style="list-style-type: none"> • formulate hypotheses • evaluate information and ideas • present and support arguments • influence the thinking of others 	N/A
3. Make presentations to inform or persuade, selecting vocabulary for impact.	N/A
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Write sentences that use: <ul style="list-style-type: none"> • independent and dependent clauses • transitions • conjunctions to connect ideas 	Students can meet standard with writing exercises in text, e.g., L6: 100, 107, 112, 117, 122; L7: 27, 32, 74, 88, 110; L8: 99, 103, 107, 148, 154
2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	N/A
3. Use colons and quotation marks correctly.	Students can meet standard with writing exercises in text, e.g., L6: 133, 138, 142, 159, 168; L7: 15, 27, 32, 53, 58; L8: 23, 50, 54, 62, 72
4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.	L6: 94, 99, 106, 111, 116; L7: 4, 9, 15, 19, 26; L8: 99, 103, 107, 148, 154
5. Edit final product for grammar, language conventions, and format.	L8: 154
6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.	L8: 154
7. Evaluate the content of oral communication.	N/A

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Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Produce a variety of written products that demonstrate competence in: <ul style="list-style-type: none"> persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence) autobiographical writing essays that speculate on cause and effect 	L8: 154
2. Apply the writing process through: <ul style="list-style-type: none"> pre-writing creating a rough draft revising for clarity of thought and focused communication editing publishing and sharing of final product 	L8: 154
3. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.	L8: 154
4. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.	L8: 154
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives	
1. Explain why similar character types are found in multiple cultures.	L7: 128-129
2. Identify social/cultural values and beliefs reflected in literature and media.	L7: 128-129
3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.	N/A
Benchmarks III-B: Identify ideas and make connections among literary works	
1. Identify main conflict in a plot and describe how it is resolved.	L6: 49, 73-74, 79-80
2. Contrast the actions and motives of characters in literary works.	L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102; L8: 47, 151-152
3. Explain the importance of a character's actions to the plot and theme of a literary work.	L6: 49, 56, 62, 79, 84, 110; L7: 13, 30, 50, 77, 102; L8: 47, 151-152

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S.P.I.R.E. Teacher's Edition

Levels 7-8

correlated to

New Mexico Public Education Department

Language Arts

Grade 6

L7 – Level 7; L8 – Level 8

Grade Six	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and interpret information	
1. Narrate a fictional or autobiographical account.	L7: 30-31, 50-51, 77-78; L8: 47, 152
2. Relate details, main ideas, setting, action, and main character(s).	L7: 8, 13, 24, 30, 50; L8: 21, 47, 70, 84, 111
3. Explore expressive materials that are read, heard, or viewed.	L7: 30, 50, 56, 72, 77; L8: 21, 47, 84, 111
4. Identify and interpret figurative language in an oral selection.	N/A
5. Interact appropriately in group settings.	L7: 10, 15, 27, 32, 53; L8: 47, 70, 84, 111, 134
6. Reflect on learning experiences by describing personal learning growth and change in perspective.	L7: 24, 30, 49, 56, 71; L8: 20, 69, 83, 111, 133
7. Interpret how personal circumstances and background shape interaction with text.	L7: 8, 13, 30, 49, 56; L8: 69, 83, 111, 133, 151

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Benchmark I-B: Gather and use information for research and other purposes	
<p>1. Interpret and synthesize information from a variety of sources by:</p> <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 questions 	L7: 72, 77, 129, 145, 150; L8: 21, 47, 70, 84, 134
<p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <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 sources 	N/A
<p>3. Organize information gathered for a research topic into major components based on appropriate criteria.</p>	L7: 8, 24, 77, 190; L8: 20, 83
Benchmark I-C: Apply critical thinking skills to analyze information	
<p>1. Use critical thinking skills and create criteria to evaluate text and multimedia by:</p> <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 	L7: 71, 77, 101, 108, 128; L8: 20, 69, 83, 111, 134
<p>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.</p>	N/A

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<p>3. Develop and apply appropriate criteria to evaluate the quality of communication by:</p> <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 	<p>L7: 22, 29, 48, 55, 70; L8: 19, 45, 68, 82, 109</p>
<p>Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</p>	
<p>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</p> <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 	<p>L7: 10, 15, 27, 32, 53; L8: 47, 70, 84, 111, 134</p>
<p>a. Generate questions to be answered while reading and reflect on what has been learned after reading.</p>	<p>L7: 129, 134, 145, 150, 170; L8: 47, 70, 84, 111, 134</p>
<p>2. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p>	<p>L7: 72, 102, 108, 129, 134; L8: 21, 47, 70, 84, 134</p>
<p>3. Follow oral and written directions for a procedure.</p>	<p>L7: 30, 72, 102, 134, 209; L8: 21, 47, 70, 84, 134</p>
<p>4. Use knowledge of punctuation to assist in comprehension.</p>	<p>N/A</p>

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Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Use speaking as an interpersonal communication tool	
1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).	L7: 102, 108, 129, 134, 145; L8: 21, 47, 70, 84, 111
2. Clarify, illustrate, and expand upon topics in discussions.	L7: 24, 30, 50, 72, 102; L8: 21, 47, 70, 84, 111
3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”).	N/A
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Use simple, compound, complex, and compound-complex sentences.	L7: 6, 12, 22, 49, 55; L8: 19, 45, 68, 82, 110
2. Use effective coordination and subordination of ideas to express complete thoughts.	L7: 24, 30, 50, 56, 72; L8: 21, 47, 70, 84, 111
3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.	N/A
4. Use verbs that agree with compound subjects.	N/A
5. Punctuate using commas that link two clauses with a conjunction in compound sentences.	N/A
6. Correctly spell frequently misspelled words (e.g., there, their, they’re).	L7: 26, 41, 45, 52, 109; L8: 144
7. Demonstrate an awareness of language conventions and usage during oral presentations.	L7: 8, 13, 24, 50, 72; L8: 21, 47, 70, 84, 111
8. Identify and correct errors in everyday speech.	Teacher can evaluate student’s everyday speech through oral exercises in text, e.g., L7: 9, 14, 25, 51, 73; L8: 22, 48, 71, 85, 112
9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.	L7: 24, 30, 50, 56, 72; L8: 21, 47, 70, 84, 111

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Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <ul style="list-style-type: none"> • drafting, revising, editing, and proofreading own written work • using direct feedback from peers to revise content • writing for public and private audiences 	L8: 154
2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons).	L8: 154
3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.	L8: 154
4. Use electronic media to effectively communicate with others.	N/A
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives	
1. Describe how characters' actions reflect their cultures.	L7: 128-129
2. Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).	L7: 101-102; L8: 111-112
3. Examine connections between cultures worldwide and American society as depicted through literature and media.	L7: 128-129
Benchmarks III-B: Identify ideas and make connections among literary works	
1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.	N/A
2. Identify the various themes in literary works.	L7: 13, 30, 50, 77, 102; L8: 47, 151-152
3. Compare and contrast print and non-print versions of a literary work.	N/A

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S.P.I.R.E. Teacher's Edition

Levels 7-8

correlated to

New Mexico Public Education Department

Language Arts

Grade 7

L7 – Level 7; L8 – Level 8

Grade Seven	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and interpret information	
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.	N/A

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<p>2. Respond to informational materials that are read, heard, or viewed by:</p> <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 	<p>L7: 102, 108, 129, 134, 145; L8: 21, 47, 70, 84, 111</p>
<p>3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.</p>	<p>N/A</p>
<p>Benchmark I-B: Gather and use information for research and other purposes</p>	
<p>1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.</p>	<p>L7: 145, 150, 170, 176, 190; L8: 21, 69, 111, 133, 151</p>
<p>2. Interpret and synthesize information by responding to information that is read, heard, or viewed.</p>	<p>L7: 30, 50, 72, 102, 108; L8: 47, 70, 84, 111, 134</p>
<p>3. Develop informational products and/or presentations that cite multiple print and non-print sources by:</p> <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 	<p>L8: 20</p>
<ul style="list-style-type: none"> • Examine critical relationships between and among elements of a research topic. 	<p>L7: 8, 24, 77, 190; L8: 20, 83</p>
<p>Benchmark I-C: Apply critical thinking skills to analyze information</p>	
<p>1. Use the problem-solving process to refine understanding by:</p> <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 	<p>L8: 20, 154</p>

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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 	L7: 102, 128, 150, 170, 190; L8: 20, 69, 111, 133, 151
3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.	N/A
4. Interpret universal themes, values, and conflicts in a selection.	N/A

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

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 	N/A
2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.	N/A
3. Accurately identify author's purpose and perspective.	L7: 71, 77, 101, 108, 128; L8: 20, 69, 83, 111, 134
4. Use knowledge of context and vocabulary to understand informational text.	L7: 77, 102, 129, 134, 145; L8: 47, 70, 111, 134, 152

Strand: Writing and Speaking for Expression

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

Benchmark II-A: Use speaking as an interpersonal communication tool

1. Choose precise and engaging language, well suited to the topic and audience.	L7: 24, 30, 50, 72, 102; L8: 21, 47, 70, 84, 111
2. Use figurative language and a variety of speech patterns.	N/A

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3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.	N/A
4. Interact in group discussions by: <ul style="list-style-type: none"> • offering personal opinions confidently without dominating • giving valid reasons that support opinions • soliciting and considering others' opinions 	L7: 102, 108, 129, 134, 145; L8: 21, 47, 70, 84, 111
5. Express individual perspective in response to personal, social, cultural, and historical issues.	L7: 8, 13, 30, 49, 56; L8: 69, 83, 111, 133, 151
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Place modifiers properly and use the active voice.	N/A
2. Identify and use infinitives and participles and make clear references between pronouns and antecedents.	N/A
3. Identify all parts of speech and types and structure of sentences.	N/A
4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.	N/A
5. Spell derivatives correctly by applying the spellings of bases and affixes.	L7: 10, 15, 19, 26, 36; L8: 13, 17, 23, 27, 31
6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.	L7: 6, 12, 22, 49, 55; L8: 19, 45, 68, 82, 110
7. Apply the parts of speech to clarify language usage.	Teacher can evaluate student's everyday speech through oral exercises in text, e.g., L7: 9, 14, 25, 51, 73; L8: 22, 48, 71, 85, 112
8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.	L7: 72, 129, 134, 145, 150; L8: 21, 47, 70, 84, 111
9. Use figurative language and varying speech patterns to convey meaning.	L7: 8, 13, 24, 50, 72; L8: 21, 47, 70, 84, 111
10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.	N/A
11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.	N/A
12. Proofread, listen to, and monitor self to correct errors.	Teacher can expand upon question and answer exercise to assist student in proofreading, listening and monitoring to self-correct errors, e.g., L7: 9, 14, 25, 51, 73; L8: 22, 48, 71, 85, 112

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Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Express individual perspectives in written response to personal, social, cultural, and historical issues.	L7: 101-102; L8: 83, 111-112
2. Differentiate shades of meaning and multiple meanings of words.	N/A
3. Produce research reports and technical writings that communicate information effectively to a specific audience.	L8: 83, 111, 154
4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.	L8: 20, 83, 111, 154

Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives	
1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.	L7: 13, 30, 50, 77, 102; L8: 47, 151-152
2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.	L7: 13, 30, 50, 77, 102; L8: 47, 151-152
3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.	L7: 101-102; L8: 111-112
Benchmarks III-B: Identify ideas and make connections among literary works	
1. Identify examples of distortion and stereotype in literary works.	N/A
2. Identify recurring themes in literary works.	N/A
3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic.	N/A
2. Use images, videos, and visual representations as informational research tools.	N/A

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S.P.I.R.E. Teacher's Edition

Levels 7-8

correlated to

New Mexico Public Education Department

Language Arts

Grade 8

L7 – Level 7; L8 – Level 8

Grade Eight	
Strand: Reading and Listening for Comprehension	
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	
Benchmark I-A: Listen to, read, react to, and interpret information	
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	L7: 102, 128, 150, 170, 190; L8: 20, 69, 111, 133, 151
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	L7: 102, 108, 129, 134, 145; L8: 21, 47, 70, 84, 111

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3. Compare, contrast, and evaluate for details, main ideas, themes, actions, and main character from oral selections.	L7: 30, 50, 72, 102, 108; L8: 47, 70, 84, 111, 134
Benchmark I-B: Gather and use information for research and other purposes	
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 	L8: 83, 111, 154
2. Use images, videos, and visual representations as informational research tools.	N/A
Benchmark I-C: Apply critical thinking skills to analyze information	
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 	L8: 83, 111, 154
2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.	L7: 72, 129, 134, 145, 150; L8: 21, 47, 70, 84, 111
Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process	
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.	L7: 102, 128, 150, 170, 190; L8: 20, 69, 111, 133, 151
2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.	L7: 13, 30, 50, 77, 102; L8: 47, 151-152

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3. Recognize when information presented in a text is new knowledge and describe how it can be used.	N/A
4. Use the various parts of a text to locate specific information (index, table of contents, glossary)	NA
5. Identify the topic sentence in a reading selection.	Teacher can expand on reading selections in text, e.g., L7: 30, 50, 72, 102, 108; L8: 47, 70, 84, 111, 134
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.	Teacher may utilize reading selections in text to expand upon standard, e.g., L7: 102, 108, 129, 134, 145; L8: 21, 47, 70, 84, 111
Strand: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
Benchmark II-A: Use speaking as an interpersonal communication tool	
1. Present similar content for various purposes and to different audiences showing appropriate changes in delivery.	N/A
2. Create and present arguments that persuade by: <ul style="list-style-type: none"> engaging the audience by establishing a context, creating a persona, and developing interest developing an idea that makes a clear and informed conclusion arranging details, reasons, and examples persuasively anticipating and addressing reader/listener concerns and counter-arguments 	L8: 20
3. Identify formal and informal speaking contexts that are reflected in slang, jargon, and different language styles.	N/A
Benchmarks II-B: Apply grammatical and language conventions to communicate	
1. Use correct and varied sentence types and sentence openings.	L7: 6, 12, 22, 49, 55; L8: 19, 45, 68, 82, 110
2. Identify and use parallelism to present ideas in a series.	N/A
3. Juxtapose items for emphasis.	N/A
4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.	L7: 145, 150, 170, 176, 190; L8: 20, 69-70, 83, 111

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5. Evaluate the use of dialects in standard and non-standard English.	N/A
6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically developed body; and an effective conclusion.	N/A
7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.	L8: 154
Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
1. Describe the significance of the subject to the author.	N/A
2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies).	L8: 20, 83, 111, 154
3. Create written arguments to persuade by: <ul style="list-style-type: none"> • establishing context • creating a persona • developing interest • developing a controlling idea that makes a clear and knowledgeable judgment • arranging details, reasons, and examples effectively • anticipating and addressing reader/listener concerns 	L8: 20, 83, 154
Strand: Literature and Media	
Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	
Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives	
1. Demonstrate familiarity with selected: <ul style="list-style-type: none"> • classic literature • mythology • classic fiction and non-fiction • drama 	N/A

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<p>2. Use literature and media to reflect on learning experiences by:</p> <ul style="list-style-type: none"> • evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues • appraising learning as change in perspective • evaluating personal circumstances and background that shape interaction with literature and media 	<p>L7: 13, 30, 50, 77, 102; L8: 47, 151-152</p>
<p>3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p>	<p>L7: 101-102; L8: 111-112</p>

<p>Benchmarks III-B: Identify ideas and make connections among literary works</p>	
<p>1. Identify conflict, rising action, and resolution of conflict in a literary work.</p>	<p>N/A</p>
<p>2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	<p>N/A</p>
<p>3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author's meaning and perspective.</p>	<p>N/A</p>
<p>4. Identify the defining characteristics of classic literature and themes.</p>	<p>N/A</p>

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