

**Arkansas State Content Standards
correlated to
Merit Software Reading Comprehension College Prep Programs**

The Arkansas Language Arts Framework and the Arkansas Mathematics Framework are the first two documents to be completed as part of a planned and continuous revision cycle. The revised frameworks were written by Arkansas teachers, as were the original framework documents. Some changes through revision are noteworthy. For example, the Arkansas Language Arts Framework replaces the two older English Language Arts and Reading Frameworks. Also, the revised Language Arts Frameworks now has three strands, or essential categories, instead of four.

Merit’s Reading Comprehension College Prep programs address the following Arkansas State Content Standards:

Grade 9	pg. 2
Grade 10	pg. 4
Grade 11	pg. 6
Grade 12	pg. 8

Strand	Content Standard	Student Learning Expectations	Merit Software
<p>Reading- Literal and inferential understanding</p>	<p>Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>R.9.9.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author’s purpose</p> <p>R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, <i>narrative</i> and persuasive techniques, <i>style</i>, literary forms or genre, portrayal of themes, <i>tone</i>, and intended audiences</p> <p>R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p> <p>R.9.9.4 Recognize how works of a given period reflect author’s background, historical events, and cultural influences</p> <p>R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.9.6 Recognize the role of bias for both author and reader in the comprehension of a text</p> <p>R.9.9.7 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text</p>	<p>Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2</p>

Reading-Summary and generalization	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2
Reading-Analysis and evaluation	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction</p> <p>R.9.9.10 Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes</p> <p>R.9.9.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)</p> <p>R.9.9.12 Define fallacies and identify fallacies in a text</p> <p>R.9.9.13 Identify and discuss a position using concepts gained from reading. (e.g., debate, discussion, position paper, etc.)</p> <p>R.9.9.14 Identify and categorize figures of speech and <i>sound devices</i>, including simile, metaphor, personification, hyperbole, oxymoron, and pun</p>	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2

Grade 10

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading-Literal and inferential understanding	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.10.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin, to examine author's purpose</p> <p>R.9.10.2 Interpret specific ways an author accomplishes purpose, including organization, <i>narrative</i> and persuasive techniques, <i>style</i>, literary forms or genre, portrayal of themes, <i>tone</i>, and intended audience</p> <p>R.9.10.3 Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p> <p>R.9.10.4 Research how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.10.6 Identify bias in a variety of texts</p>	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2
Reading-Summary and generalization	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	R.9.10.7 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2

<p>Reading-Analysis and evaluation</p>	<p>Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>R.9.10.8 Evaluate deceptive and/or faulty arguments in persuasive texts</p> <p>R.9.10.9 Analyze techniques used to convey <i>point of view</i> or impressions, including language, organization, <i>tone</i>, and context</p> <p>R.9.10.10 Examine author's purpose in choosing a <i>point of view</i> (e.g., humor, suspense, satire, etc.)</p> <p>R.9.10.11 Examine fallacies to determine purpose</p> <p>R.9.10.12 Investigate and interpret a position using concepts gained from reading</p> <p>R.9.10.13 Identify and categorize figures of speech and <i>sound devices</i>, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun</p>	<p>Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2</p>
--	---	---	---

Grade 11

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Literal and inferential understanding	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.11.1 Connect own background knowledge to recognize and analyze personal biases brought to a text</p> <p>R.9.11.2 Analyze <i>style</i> and diction to determine author's purpose</p> <p>R.9.11.3 Develop and use appropriate strategies to support active reading and engagement</p> <p>R.9.11.4 Analyze how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence</p>	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2
Reading- Summary and generalization	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	R.9.11.6 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2

<p>Reading-Analysis and evaluation</p>	<p>Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts</p> <p>R.9.11.8 Analyze <i>point of view</i> and its influence on elements of the text (e.g., <i>tone</i>, theme, and purpose)</p> <p>R.9.11.9 Challenge or defend author’s use of fallacies</p> <p>R.9.11.10 Analyze and defend a position using concepts gained from reading</p> <p>R.9.11.11 Analyze and compare the author’s use of figures of speech and <i>sound devices</i></p> <p>R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text</p> <p>R.9.11.13 Analyze authors’ use <i>archetypes</i> (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings</p>	<p>Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2</p>
--	---	--	---

Grade 12

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Literal and inferential understanding	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.12.1 Connect own background knowledge to recognize and analyze personal biases brought to a text with an emphasis on gender and national origin</p> <p>R.9.12.2 Challenge or defend use of writer's diction and <i>style</i></p> <p>R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement</p> <p>R.9.12.4 Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.9.12.5 Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.12.6 Suspend personal biases in approaching texts</p>	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2
Reading- Summary and generalization	Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	R.9.12.7 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2

<p>Reading-Analysis and evaluation</p>	<p>Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>R.9.12.8 Investigate both the features and the <i>rhetorical devices</i> of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices</p> <p>R.9.12.9 Evaluate the effect of <i>point of view</i> on elements of text (e.g., <i>tone</i>, theme, and purpose, etc.)</p> <p>R.9.12.10 Challenge or defend author’s use of fallacies</p> <p>R.9.12.11 Defend and justify a position using concepts gained from reading</p> <p>R.9.12.12 Analyze and evaluate the effects of <i>rhetorical devices</i></p> <p>R.9.12.13 Analyze and evaluate the author’s use of <i>tone</i>, diction, and <i>syntax</i> such as <i>anaphora</i> and <i>inversion</i></p> <p>R.9.12.14 Evaluate the credibility of information sources, including how the writer’s motivation affects that credibility</p>	<p>Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Literature Based Reading Series 2, Reading Strategies for Career Success Sets 1-2</p>
--	---	---	---