

**Arkansas State Content Standards
correlated to
Merit Software Reading Comprehension Intermediate 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 Intermediate programs address the following Arkansas State Content Standards:

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Grade 5

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Prior Knowledge	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Making Connections	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.5.2 Describe the interrelationships between text and other content areas	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Using Questioning and monitoring	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.5.3 Generate questions to establish purposes for reading R.9.5.4 Generate questions relevant to text and topics R.9.5.5	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

		Monitor comprehension in relation to questions generated	
Reading – Using Inferences and Interpretation	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.5.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text</p> <p>R.9.5.7 Make inferences supported by a character’s thoughts, words and actions, or the narrator’s description</p> <p>R.9.5.8 Analyze literary elements of character, plot, and setting</p> <p>R.9.5.9 Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot</p> <p>R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text</p>	Literature Based Reading Series 1-2
Reading – Determining Importance	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.5.11 Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information</p> <p>R.9.5.12 Identify main ideas and supporting evidence in short reading passages</p> <p>R.9.5.13 Use the <i>text features</i> to locate and recall information, with emphasis on fonts/effects and illustrations/photographs</p> <p>R.9.5.14</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

		<p>Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description</p> <p>R.9.5.15 Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas</p> <p>R.9.5.16 Scan materials to locate specific information</p> <p>R.9.5.17 Skim materials to develop a general overview</p>	
Reading-Summarizing and Synthesizing	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.5.18 Retell stories with detail</p> <p>R.9.5.19 Summarize information including main idea and significant supporting details</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading-Evaluating	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.5.20 Evaluate a character's decision/action</p> <p>R.9.5.21 Evaluate personal, social, and political issues as presented in text</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Grade 6

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Prior Knowledge	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.6.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading- Making Connections	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.6.2 Analyze the interrelationships of text and world issues/events by applying connection strategies	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Using Questioning and monitoring	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.6.3 Generate and revise questions to establish purposes for reading R.9.6.4 Generate and revise questions relevant to text and topics R.9.6.5 Monitor comprehension in relation to questions generated	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading – Using Inferences and Interpretation	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.6.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.6.7 Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters R.9.6.8 Analyze literary elements of character, plot, and setting R.9.6.9 Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text	Literature Based Reading Series 1-2

Reading – Determining Importance	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.6.11 Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)</p> <p>R.9.6.12 Identify main ideas and supporting evidence in short reading passages</p> <p>R.9.6.13 Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases</p> <p>R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast</p> <p>R.9.6.15 Classify and organize text information by determining subtopics of information</p> <p>R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview</p> <p>R.9.6.17 Analyze information from the text, based on purpose and/or level of importance</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading-Summarizing and Synthesizing	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.6.18 Summarize the content of a text	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading-Evaluating	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.6.19 Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions</p> <p>R.9.6.20 Evaluate personal, social, and political issues as presented in text</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Grade 7

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Prior Knowledge	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Making Connections	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Using Questioning and monitoring	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.3 Prioritize questions formulated and purposes established for reading R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading – Using Inferences and Interpretation	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.7 Infer a character’s impact on plot development R.9.7.8 Infer mood of text R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution R.9.7.10 Compare and contrast points of view, such as first person, limited,	Literature Based Reading Series 1-2

		and omniscient third person, and explain the effect on the overall theme of a literary work R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text	
Reading – Determining Importance	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.12 Identify main ideas and supporting evidence in short stories and novels R.9.7.13 Use the <i>text features</i> to locate and recall information, with emphasis on graphics R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution R.9.7.15 Organize information, including simple outlining R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading-Summarizing and Synthesizing	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.17 Summarize the content of multiple chapters of a text	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading-Evaluating	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions R.9.7.19 Evaluate personal, social, and political issues as presented in text	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Grade 8

Strand	Content Standard	Student Learning Expectations	Merit Software
Reading- Prior Knowledge	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Making Connections	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies R.9.8.3 Connect, compare, and contrast ideas, themes, and issues across texts	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Using Questioning and monitoring	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.4 Defend questions formulated and purposes established for reading R.9.8.5 Generate and define questions related to universal themes to interpret meaning R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading – Using Inferences and Interpretation	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.8.8 Infer a character’s role in development of plot and theme R.9.8.9 Infer mood and theme of text R.9.8.10 Use literary elements and historical context to infer author’s intent	Literature Based Reading Series 1-2

		<p>R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved</p> <p>R.9.8.12 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work</p> <p>R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text</p>	
Reading – Determining Importance	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	<p>R.9.8.14 Classify and organize information from more than one text, based on purpose and/or level of importance</p> <p>R.9.8.15 Identify main ideas and supporting evidence in short stories and novels</p> <p>R.9.8.16 Use the <i>text features</i> to locate and recall information, with emphasis on text organizers</p> <p>R.9.8.17 Determine text structure(s) to enhance understanding</p> <p>R.9.8.18 Organize information, including simple outlining</p> <p>R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies</p>	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading- Summarizing and Synthesizing	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.20 Synthesize information from multiple texts and provide evidence to support	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading-Evaluating	Standard 9: Comprehension Students shall apply a variety of strategies to read and comprehend printed material.	R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme R.9.8.22 Evaluate personal, social, and political issues as presented in text	Reading Shape Up Sets 1-2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1,2,3, Reading Critically Non-fiction Sets 1,2,3, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
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