

**Content Standards for California Public Schools
correlated to
Merit Software Reading Comprehension College Prep Programs**

The *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Each standard describes the content students need to master by the end of each grade level (kindergarten through grade eight) or cluster of grade levels (grades nine and ten and grades eleven and twelve). In accordance with *Education Code* Section 60603, as added by Assembly Bill 265 (Chapter 975, Statutes of 1995), the Leroy Greene California Assessment of Academic Achievement Act, there will be performance standards that "define various levels of competence at each grade level . . . [and] gauge the degree to which a student has met the content standards."

Merit's Reading Comprehension College Prep programs address the following California Language Arts standards:

Grades 9-10 pg. 1-4
Grades 11-12 pg. 4-6

Grades 9-10

Subhead	Standard	Benchmark	Merit Software
Reading	1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Accu-Reading Set 2, Develop Critical Thinking Skills Sets 3-4
Reading	1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Accu-Reading Set 2, Develop Critical Thinking Skills Sets 3-4

Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	Literature Based Reading, Series 2
Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Literature Based Reading, Series 2
Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	Literature Based Reading, Series 2

Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Literature Based Reading, Series 2
Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	Literature Based Reading, Series 2
Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	Literature Based Reading, Series 2

Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.	3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	Literature Based Reading, Series 2
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Grades 11-12

Subhead	Standard	Benchmark	Merit Software
Reading	2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades 9-12 illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	Reading Critically Non-fiction, Set 4, Developing Critical Thinking Skills Set 4

Reading	2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades 9-12 illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	Reading Critically Non-fiction, Set 4, Developing Critical Thinking Skills Set 4
Reading	2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades 9-12 illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.	2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Reading Critically Non-fiction, Set 4, Developing Critical Thinking Skills Set 4
Reading	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of	3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	Literature Based Reading Series 2

	the materials to be read by students.		
Reading	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works; e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	Literature Based Reading Series 2
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.4 Write historical investigation reports: c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation; d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.	Reading Critically Non-fiction Set 4