

**Delaware State Content Standards
correlated to
Merit Software Reading Comprehension Basic Programs**

This English Language Arts Curriculum Framework Document (June 1995) is intended to offer a comprehensive approach to the multi-faceted discipline of English language arts. The English Language Arts Content Standards are research-based, reflecting the best and most recent understandings of experts in pedagogy and the various domains included in the English language arts.

Merit’s Reading Comprehension Basic programs address the following Delaware State Content Standards:

Grades 3 pg. 1-3
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Grade 3

Subhead	Standard	Performance Indicator	Merit Software
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	1. select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by a. using context cues to determine the meanings of words;	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	3. self-monitor comprehension while listening, reading, and viewing by a. generating a purpose for reading, listening, or viewing; b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences; c. taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	4. demonstrate an overall understanding of oral and printed texts by a. making and revising predictions as needed; b. identifying the story elements (e.g., characters, setting, plot); c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion); d. retelling a story or restating an informative text through speaking and/or writing; e. organizing the important points of the text via summaries, outlines, and/or graphic organizers; f. identifying the author’s purpose; g. comparing information between and within text; h. discriminating between fact and opinion; i. drawing conclusions; j. accepting or rejecting the validity of the information and giving supporting evidence; k. relating the content of the text to real-life situations.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	5. critically analyze and evaluate information and messages presented through print, speech, and mass media by b. formulating and expressing opinions; c. responding to questions requiring critical thinking; d. drawing conclusions; e. recognizing the impact of non-literal or figurative words or expressions; g. explaining ambiguity in words or expressions; h. acknowledging the possibility of a variety of interpretations of the same text;	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Four: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	1. connect their own experience to those of literary characters by a. explaining the reasons for a character's actions; b. responding to the sensory, intellectual, and emotional elements of literature; c. relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions and disabilities; d. identifying with characters based on a clear understanding of motivation and situation; e. relating incidents in the text to life's experiences; f. relating the theme of literary text and media to personal experiences;	Literature Based Reading Series 1-2
Reading	Standard Four: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	2. respond to literary text and media using interpretive, critical, and evaluative processes by a. making inferences about content, events, characters, setting, and author's purpose; c. interpreting the impact of authors' decisions such as word choice, style, content, and literary elements; d. recognizing literary merit; f. identifying the effect of point of view.	Literature Based Reading Series 1-2

Grades 4-5

Subhead	Standard	Performance Indicator	Merit Software
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	1. select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by a. using context cues to determine the meanings of words;	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	3. self-monitor comprehension while listening, reading, and viewing by a. generating a purpose for reading, listening, or viewing; b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences; c. taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	4. demonstrate an overall understanding of oral and printed texts by a. making and revising predictions as needed; b. identifying the story elements (e.g., characters, setting, plot); c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion); d. retelling a story or restating an informative text through speaking and/or writing; e. organizing the important points of the text via summaries, outlines, and/or graphic organizers; f. identifying the author’s purpose; g. comparing information between and within text; h. discriminating between fact and opinion; i. drawing conclusions; j. accepting or rejecting the validity of the information and giving supporting evidence; k. relating the content of the text to real-life situations.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	5. critically analyze and evaluate information and messages presented through print, speech, and mass media by b. formulating and expressing opinions; c. responding to questions requiring critical thinking; d. drawing conclusions; e. recognizing the impact of non-literal or figurative words or expressions; g. explaining ambiguity in words or expressions; h. acknowledging the possibility of a variety of interpretations of the same text;	Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	Standard Four: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	1. connect their own experience to those of literary characters by a. explaining the reasons for a character's actions; b. responding to the sensory, intellectual, and emotional elements of literature; c. relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions and disabilities; d. identifying with characters based on a clear understanding of motivation and situation; e. relating incidents in the text to life's experiences; f. relating the theme of literary text and media to personal experiences;	Literature Based Reading Series 1-2
Reading	Standard Four: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.	2. respond to literary text and media using interpretive, critical, and evaluative processes by a. making inferences about content, events, characters, setting, and author's purpose; c. interpreting the impact of authors' decisions such as word choice, style, content, and literary elements; d. recognizing literary merit; f. identifying the effect of point of view.	Literature Based Reading Series 1-2