

**Delaware State Content Standards
correlated to
Merit Software Reading Comprehension College Prep 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 College Prep programs address the following Delaware State Content Standards:

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Grades 9-10

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. 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;	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Strategies for Career Success Sets 1-2, Reading Critically Non-fiction Sets 3-4

Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	3. 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. interpreting the impact of figurative language and literary devices; 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 text's content to real-life situations.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Strategies for Career Success Sets 1-2, Reading Critically Non-fiction Sets 3-4
Reading	Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.	4. 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. interpreting the impact of the use of non-literal or figurative words and expressions; g. overcoming problems presented by ambiguity; h. proposing other interpretations as valid if supported by the text;	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Strategies for Career Success Sets 1-2, Reading Critically Non-fiction Sets 3-4

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 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, theme, tone, mood, and author's purpose; c. evaluating the impact of authors' decisions such as word choice, style, content, and literary elements; d. recognizing literary merit; f. explaining the effect of point of view.	Literature Based Reading Series 2