

**Delaware State Content Standards
correlated to
Merit Software Vocabulary 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 Vocabulary programs address the following Delaware State Content Standards:

- Grade 3 pg. 1-2
- Grades 4-5 pg. 2
- Grades 6-8 pg. 3
- Grades 9-10 pg. 4

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. | 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; b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, computer software). | Vocabulary Stretch Set 1; Vocabulary Fitness Set 1 |

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|---------|--|---|--------------------------|
| 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. | Vocabulary Stretch Set 1 |
|---------|--|---|--------------------------|

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. | 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; b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, computer software). | Vocabulary Stretch Set 1; Vocabulary Fitness Set 1 |
| 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. | Vocabulary Stretch Set 1; Vocabulary Fitness Set 1 |

Grades 6-8

| 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. | 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; b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, computer software). | Vocabulary Stretch Set 2, Vocabulary Fitness Set 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. | Vocabulary Stretch Set 2, Vocabulary Fitness Set 2 |

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; b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, computer software). | Vocabulary Super Stretch |
| Reading | Standard Two: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing. | 2. 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. | Vocabulary Super Stretch |