

**Florida Sunshine State Standards
correlated to
Merit Software Reading Comprehension Intermediate Programs**

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

Merit's Reading Comprehension Intermediate programs address the following Florida Language Arts standards:

Grades 6-8

Subhead	Standard	Benchmark	Merit Software
Reading	Standard 1: The student uses the reading process effectively. (LA.A.1.3)	2. Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	Developing Critical Thinking Skills, Sets 1-2, Reading Critically Non-Fiction, Sets 1-3; Literature-Based Reading Series 1 & 2; Accu-Reading, Sets 1-2; Reading Shape-Up Set 2; Real World Reading Skills, Sets 1-2
Reading	Standard 1: The student uses the reading process effectively. (LA.A.1.3)	4. Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.	Real World Reading Skills, Sets 1-2
Reading	Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)	1. Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.	Developing Critical Thinking Skills, Sets 1-2, Reading Critically Non-Fiction, Sets 1-3; Literature-Based Reading Series 1 & 2; Accu-Reading, Sets 1-2; Reading Shape-Up Set 2; Real World Reading Skills, Sets 1-2
Reading	Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)	5. Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.	Reading Critically Non-Fiction, Sets 1-3; Real World Reading Skills, Sets 1-2

Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.3)	2. Drafts and revises writing that is focused on purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progressions of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.	Reading Critically Non-Fiction, Sets 1-3; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Listening, Viewing, and Speaking	Standard 2: The student uses viewing strategies effectively. (LA.C.2.3)	1. Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.	Developing Critical Thinking Skills, Sets 1-3; Accu-Reading, Sets 1-2
Language	Standard 2: The student understands the power of language. (LA.D.2.3)	1. Selects language that shapes reactions, perceptions, and beliefs.	Vocabulary Fitness Series, Sets 1-2
Language	Standard 2: The student understands the power of language. (LA.D.2.3)	2. Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.	Developing Critical Thinking Skills, Sets 1-3
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)	1. identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.	Literature-Based Reading Series 1 & 2
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)	2. Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.	Developing Critical Thinking Skills, Sets 1-3
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)	5. Identifies common themes in literature	Developing Critical Thinking Skills, Sets 1-3; Literature-Based Reading Series 1-2
Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)	1. Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.	Developing Critical Thinking Skills, Sets 1-3
Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)	2. Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.	Real World Reading Skills, Sets 1-2

Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.3)	5. Recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical approaches such as how a piece of literature reflects the time period in which it was written.	Developing Critical Thinking Skills, Sets 1-3; Real World Reading Skills, Sets 1-2
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