

**Illinois Learning Standards  
correlated to  
Merit Software Reading Comprehension Basic Programs**

The *Illinois Learning Standards for English Language Arts* goals and standards have not changed since their adoption in 1997. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens. English language arts includes reading, writing, speaking, listening and the study of literature. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes.

Merit’s Reading Comprehension Basic programs address the following Illinois Learning standards:

Grades 4-5

Subhead	State Goal	Standard	Benchmark	Merit Software
Reading	STATE GOAL 1: Read with understanding and fluency.	A. Apply word analysis and vocabulary skills to comprehend selections.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	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	STATE GOAL 1: Read with understanding and fluency.	A. Apply word analysis and vocabulary skills to comprehend selections.	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	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	STATE GOAL 1: Read with understanding and fluency.	B. Apply reading strategies to improve understanding and fluency.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	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	STATE GOAL 1: Read with understanding and fluency.	B. Apply reading strategies to improve understanding and fluency.	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	B. Apply reading strategies to improve understanding and fluency.	1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	B. Apply reading strategies to improve understanding and fluency.	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	C. Comprehend a broad range of reading materials.	1.C.2a Use information to form and refine questions and predictions.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	C. Comprehend a broad range of reading materials.	1.C.2b Make and support inferences and form interpretations about main themes and topics.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	C. Comprehend a broad range of reading materials.	1.C.2c Compare and contrast the content and organization of selections.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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	STATE GOAL 1: Read with understanding and fluency.	C. Comprehend a broad range of reading materials.	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 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
Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	A. Understand how literary elements and techniques are used to convey meaning.	2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	A. Understand how literary elements and techniques are used to convey meaning.	2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	A. Understand how literary elements and techniques are used to convey meaning.	2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	B. Read and interpret a variety of literary works.	2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	B. Read and interpret a variety of literary works.	2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Literature	STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.	B. Read and interpret a variety of literary works.	2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1