

**Indiana Academic Standards  
correlated to  
Merit Software Reading Comprehension Basic Programs**

The English Language Arts Standards (2000) describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

Merit’s Reading Comprehension Basic programs address the following Indiana Academic Standards:

Grade 3                   pg. 1-3  
Grade 4                   pg. 4-7  
Grade 5                   pg. 7-9

Grade 3

Subhead	Standard	Strand	Benchmark	Merit Software
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1

Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Comprehension and Analysis of Grade-Level-Appropriate Text	3.2.3 Show understanding by identifying answers in the text.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
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Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Comprehension and Analysis of Grade-Level-Appropriate Text	3.2.5 Distinguish the main idea and supporting details in expository (informational) text.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	Narrative Analysis of Grade-Level-Appropriate Text	3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Literature Based Reading Series 1

Reading	Standard 3 READING: Literary Response and Analysis Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.	Narrative Analysis of Grade-Level-Appropriate Text	3.3.4 Determine the theme or author's message in fiction and nonfiction text.	Literature Based Reading Series 1
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Grade 4

Subhead	Standard	Strand	Benchmark	Merit Software
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1

Reading	<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</p> <p>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	Vocabulary and Concept Development	4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1
Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Structural Features of Informational and Technical Materials	4.2.1 Use the organization of informational text to strengthen comprehension.	Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2

Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Comprehension and Analysis of Grade-Level-Appropriate Text	4.2.2 Use appropriate strategies when reading for different purposes.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	Narrative Analysis of Grade-Level-Appropriate Text	4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.	Literature Based Reading Series 1

Reading	Standard 3 READING: Literary Response and Analysis Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.	Narrative Analysis of Grade-Level-Appropriate Text	4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	Literature Based Reading Series 1
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Grade 5

Subhead	Standard	Strand	Benchmark	Merit Software
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	5.1.2 Use word origins to determine the meaning of unknown words.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1

Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	5.1.4 Know less common roots ( <i>graph = writing, logos = the study of</i> ) and word parts ( <i>auto = self, bio = life</i> ) from Greek and Latin and use this knowledge to analyze the meaning of complex words ( <i>autograph, autobiography, biography, biology</i> ).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1
Reading	Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Vocabulary and Concept Development	5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i> ) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i> ).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2, Literature Based Reading Series 1

Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Structural Features of Informational and Technical Materials	5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
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Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Comprehension and Analysis of Grade-Level-Appropriate Text	5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
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Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Comprehension and Analysis of Grade-Level-Appropriate Text	5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
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Reading	<p>Standard 2 READING: Comprehension</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p>	Expository (Informational) Critique	5.2.5 Distinguish among facts, supported inferences, and opinions in text.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 2
Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	Narrative Analysis of Grade-Level-Appropriate Text	5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Literature Based Reading Series 1

Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p>Literature Based Reading Series 1</p>
Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p>	<p>5.3.4 Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p>	<p>Literature Based Reading Series 1</p>

Reading	<p>Standard 3 READING: Literary Response and Analysis</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.</p>	Narrative Analysis of Grade-Level-Appropriate Text	<p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> <li>• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.</li> <li>• Imagery: the use of language to create vivid pictures in the reader's mind.</li> <li>• Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i></li> </ul>	Literature Based Reading Series 1
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