

# Kansas State Standards Correlated to Merit Software Reading Comprehension Basic Programs

**Reading: The student reads and comprehends text across the curriculum.**

Objective	Expectation	Merit Software
The student uses skills in alphabets to construct meaning from text.	1. uses decoding skills that include knowledge of <i>structural analysis</i> automatically when reading.	Early Reading Booster  Read and Respond Punch  Reading Shape-Up  Reading Comprehension Booster
The student reads fluently.	1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at <i>instructional</i> or <i>independent reading levels</i>  2. uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .  3. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text,	Early Reading Booster  Read and Respond Punch  Reading Shape-Up  Reading Comprehension Booster

	<p>orthographic patterns) to read fluently.</p> <p>4. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i></p>	
<p>The student comprehends a variety of texts (<i>narrative, expository, technical, and persuasive</i>).</p>	<ol style="list-style-type: none"> <li>1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>.</li> <li>2. understands the purpose of text features (e.g., title, ^graphs/charts and maps, ^table of contents, ^pictures/illustrations, ^boldface type, ^italics, glossary, index, headings, subheadings, <i>topic</i> and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.</li> <li>3. uses prior knowledge and content to make, revise, and confirm predictions.</li> <li>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</li> <li>5. uses information from the text to make</li> </ol>	<p>Early Reading Booster</p> <p>Read and Respond Punch</p> <p>Reading Shape-Up</p> <p>Reading Comprehension Booster</p>

	<p>inferences and draw conclusions.</p> <p>6. identifies text structure (e.g., <i>sequence</i>, <i>problem-solution</i>, <i>comparison-contrast</i>, <i>description</i>, <i>cause-effect</i>).</p> <p>7. compares and contrasts information (e.g., <i>topics</i>, <i>characters' traits</i>, <i>themes</i>, <i>problem-solution</i>, <i>cause-effect</i> relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.</p> <p>8. links causes and effects in appropriate-level <i>narrative</i> and <i>expository</i> texts.</p> <p>9. <i>retells main ideas</i> or events as well as supporting details in appropriate-level <i>narrative</i>, <i>expository</i>, and <i>technical texts</i>.</p> <p>10. identifies the <i>topic</i>, <i>main idea(s)</i>, and supporting details in appropriate-level texts.</p> <p>11. identifies the <i>author's purpose</i> (e.g., to persuade, ^to entertain, ^to inform).</p> <p>12. establishes a purpose for reading or listening (e.g., to be informed, to</p>	
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	<p>follow directions, to be entertained).</p> <p>13. follows directions explained in <i>technical text</i>.</p> <p>14. distinguishes between fact and opinion in various types of appropriate-level texts.</p>	
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