

# Kansas State Standards Correlated to Merit Software Reading Comprehension College Preparatory Programs

## Standard 1: Reading

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

Objective	Expectation	Merit Software
The student reads fluently.	1. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts.</i>	Accu-Reading  Developing Critical Thinking Skills for Effective Reading for Upper Grades  Science Reading for College Prep  Social Studies Reading for College Prep
The student expands vocabulary.	1. determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements, examples, descriptions, comparison-contrast</i> , clue words, <i>cause-effect</i> ) from sentences or paragraphs.  2. locates and uses reference materials  3. determines meaning of words through structural analysis, using knowledge of ^Greek, ^Latin, and Anglo-Saxon^roots, ^ <i>prefixes</i> , and ^ <i>suffixes</i> to understand	Accu-Reading  Developing Critical Thinking Skills for Effective Reading for Upper Grades

	<p>complex words, including words in science, mathematics, and social studies.</p> <p>4. identifies, interprets, and analyzes the use of <i>figurative language</i>, including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.</i></p> <p>5. discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the <i>connotative</i> power of words.</p>	
<p>The student comprehends a variety of texts (<i>narrative, expository, technical, and persuasive</i>).</p>	<p>1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts.</i></p> <p>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, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> <p>3. uses prior knowledge, content, and text type</p>	<p>Accu-Reading</p> <p>Developing Critical Thinking Skills for Effective Reading for Upper Grades</p> <p>Science Reading for College Prep</p> <p>Social Studies Reading for College Prep</p>

features to make, to revise, and to confirm predictions.

4. generates and responds logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text.

5. analyzes and evaluates how authors use text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) to help achieve their purposes.

6. compares and contrasts varying aspects (e.g., *characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence*) in one or more appropriate-level texts.

7. uses *paraphrasing* and organizational skills to *summarize* information (stated and implied *main ideas, main events, important details, underlying meaning*) from appropriate-level *narrative, expository, technical, and persuasive texts* in logical or sequential order, clearly preserving the author's

	<p>intent</p> <p>8. distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), <i>bias</i>, and <i>stereotypes</i> in various types of appropriate-level texts.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--