

Kansas State Standards Correlated to Merit Software Reading Comprehension Intermediate Programs

Standard 1: Reading

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

Objective	Expectation	Merit Software
<p>The student reads fluently.</p>	<p>1. uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>2. reads expressively with appropriate <i>pace</i>, <i>phrasing</i>, intonation, and <i>rhythm</i> of speech.</p> <p>3. uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative</i>, <i>expository</i>, <i>technical</i>, and <i>persuasive texts</i>.</p>	<p>Developing Critical Thinking Skills for Effective Reading</p> <p>Accu-Reading</p> <p>Reading Shape-Up</p>

<p>The student expands vocabulary.</p>	<p>1.determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect</i>) from sentences or paragraphs.</p> <p>2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</p> <p>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 complex words, including words in science, mathematics, and social studies.</p> <p>4. identifies and determines the meaning of <i>figurative language</i> including^ <i>similes</i>, ^ <i>metaphors</i>,^ <i>analogies</i>, ^ <i>hyperbole</i>, ^ <i>onomatopoeia</i>, ^ <i>personification</i>, ^ <i>idioms</i>,^ <i>imagery</i>, and <i>symbolism</i>.</p> <p>5. distinguishes between <i>connotative</i> and <i>denotative</i> meanings.</p>	<p>Developing Critical Thinking Skills for Effective Reading</p> <p>Accu-Reading</p> <p>Reading Shape-Up</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,</i> and <i>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) 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 features to make, to revise, and to confirm predictions.</p> <p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. uses information from the text to make inferences and draw conclusions</p> <p>6. analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast,</i></p>	<p>Developing Critical Thinking Skills for Effective Reading</p> <p>Accu-Reading</p> <p>Reading Shape-Up</p>
--	--	---

description, cause-effect) helps support comprehension of text.

7. 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*) in one or more appropriate-level texts.

8. explains *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts*.

9. uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas, main events, important details*) from appropriate-level *narrative, expository, technical, and persuasive texts* in logical order.

10. identifies the *topic, main idea(s), supporting details, and theme(s)* in text across the content areas and from a variety of sources in appropriate-level texts.

11. explains the relationship between an author's use of literary

devices in a text (e.g.,
^ foreshadowing,
^ flashback,^ irony,
symbolism, tone, mood)
and his or her purpose for
writing the text.

12. establishes purposes
for both assigned and self-
selected reading (e.g., to
be informed, to follow
directions, to be
entertained, to solve
problems).

13. follows directions
explained in *technical text*.

14. identifies the author's
position in a *persuasive*
text and describes
techniques the author uses
to support that position
(e.g., *bandwagon*
approach, glittering
generalities, testimonials,
citing statistics, other
techniques that appeal to
reason or emotion).

15. distinguishes between
fact and opinion, and
recognizes
propaganda (e.g.,
advertising, media,
politics, warfare), bias,
and stereotypes in various
types of appropriate-level
texts.