

**Massachusetts State Standards  
correlated to  
Merit Software Reading Comprehension Basic Programs**

This English Language Arts Curriculum Framework, completed in 2001, is one of seven documents created to advance educational reform in Massachusetts. It reflects the work of PreK–12 educators and consultants throughout the state in collaboration with staff from the Massachusetts Department of Education. The ten **Guiding Principles** articulate a set of beliefs about the teaching, learning, and assessing of speaking, viewing, listening, reading, and writing. The English language arts are organized into four **Strands**, or content areas: Language, Reading and Literature, Composition, and Media. The **27 General Standards**—broad statements that outline what students should know and be able to do in English language arts—are separated into **Learning Standards** for PreK–2, 3–4, 5–6, 7–8, 9–10, and 11–12. General Standards for vocabulary (4), reading (7 and 8) and for composition (19 and 22) have been further divided into PreK–K and 1–2 clusters.

Merit’s Reading Comprehension Basic programs address the following Massachusetts State Standards:

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Grades 3-4

Subhead	General Standard	Learning Standard	Merit Software
Reading	GENERAL STANDARD 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	7.8 Use letter-sound knowledge to decode written English.	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	GENERAL STANDARD 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	7.9 Read grade-appropriate imaginative/literary and informative/expository text with comprehension (see General Standard 8).	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	GENERAL STANDARD 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.	7.10 Read grade-appropriate imaginative/literary and informative/expository text fluently and accurately and with comprehension using appropriate timing, change in voice and expression.	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	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	For imaginative/literary Texts 8.12 Identify sensory details and figurative language.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch
Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	8.13 Identify the speaker of a poem or story.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch
Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	8.14 Make judgments about setting, characters, and events and support them with evidence from the text.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch
Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	For information/expository texts: 8.15 Locate facts that answer the reader's questions.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	8.16. Distinguish cause from effect.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	8.17 Distinguish fact from opinion or fiction.	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	GENERAL STANDARD 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them for a basis for interpretation.	8.18 Summarize main ideas and supporting details.	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	GENERAL STANDARD 9: Making Connections Students will deepen their understanding of their literary or non-literary work by relating to its contemporary context or historical background.	9.3 Identify similarities and differences between the characters and events in a literary work and the actual experiences in the author's life.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch
Reading	GENERAL STANDARD 10: Genre Students will identify, analyze, and apply knowledge of characteristics of different genres.	10.2 Distinguish among forms of literature, such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing.	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	GENERAL STANDARD 12: Fiction Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.	12.2 Identify and analyze the elements of plot, characters, and setting in the stories they read and write.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch
Reading	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13.6 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).	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	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13. 8 Identify and use knowledge of common organizational structures (chronological order).	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	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13. 9 Locate facts that answer the reader's questions.	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	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13.10 Distinguish cause from effect.	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	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13. 11 Distinguish fact from opinion or fiction.	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	GENERAL STANDARD 13: Nonfiction Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.	13.12 Summarize main ideas and supporting details.	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