

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

At its July 19, 1995, meeting, the Michigan State Board of Education unanimously adopted the model content standards for curriculum. The content standards provide descriptions of what students should know and be able to do in the subject areas of English language arts, social studies, mathematics and science. In addition, benchmarks in each of the content areas were drafted to further clarify the content standards. The standards and benchmarks are not a state curriculum, but are specifically designed to be used by local districts as they develop their curricula.

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

Grades 3-5

Subhead	Content Standards	Benchmarks	Merit Software
Meaning and Communication	Standard 1: All students will read and comprehend general and technical material.	2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions.	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, Set 1; Real World Reading Skills, Sets 1-2
Meaning and Communication	Standard 1: All students will read and comprehend general and technical material.	4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.	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, Set 1; Real World Reading Skills, Sets 1-2
Meaning and Communication	Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.	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, Set 1; Real World Reading Skills, Sets 1-2

Literature	Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2
Skills and Concepts	Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	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, Set 1; Real World Reading Skills, Sets 1-2