

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

The Language Arts Framework, revised in 2000, provides a description of what students should know and do in English, language arts, and reading classrooms, kindergarten through twelfth grade. The framework addresses the interrelatedness of reading, writing, speaking, listening, and viewing. The framework combines and replaces the previously separate curriculum structures for reading and for English language arts. The framework takes effect in fall 1997 and may be taught in the transition year 1996-97.

Merit’s Reading Comprehension Basic programs address the following Mississippi Language Arts Framework Standards:

- Grade 3           pg. 1-4
- Grade 4           pg. 4-8
- Grade 5           pg. 8-12

Grade 3

| Subhead | Competencies   | Suggested Objectives   | Merit Software   |
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| Reading | 6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)  | a. Read, listen, and respond to selected literature from diverse cultures and historical periods.              | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |
| Reading | 6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)  | b. Recognize that different times, places, and customs are reflected in various literary works.                | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |
| Reading | 8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V) | a. Use expansive vocabulary of known words when reading and writing passages of increasing length and variety. | 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 |

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| Reading | 8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V)                    | c. Predict meaning using a variety of context clues, sentence structure, and some picture clues. | 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 | 8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V)                    | d. Read for information, communication, entertainment, and to perform a task.                    | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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 | 8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V)                    | g. Demonstrate a variety of strategies for attacking unfamiliar words in context.                | 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 | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | a. Organize and record information before reading for set purposes.                              | 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 | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | b. Use comprehension skills to make, confirm, or discount complex predictions.                   | 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 |

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| Reading | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | c. Generate questions when participating in language experiences to develop understanding and make response to written materials.                    | 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 | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | d. Recognize elements of a story such as plot, character, character motivation, sequence, setting, and incorporate them into oral and written forms. | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1;  |
| Reading | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | e. Recall the main idea and details of what has been read.   | 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 | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | f. Identify a cause and effect relationship in a written passage.  | 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 | 9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V) | g. Draw a conclusion from material read.   | 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 |

Grade 4

| Subhead | Competencies   | Suggested Objectives   | Merit Software   |
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| Reading | 4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)                                   | e. Take notes to summarize and form generalizations from information.  | 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 | 7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)                   | a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture. | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |
| Reading | 7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)                   | b. Begin to recognize the interrelatedness of language, literature, and culture.   | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |
| Reading | 8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V) | a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize language that has been read.   | 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 | 8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V) | c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral forms.                         | 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 |

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| Reading | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V) | a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning. | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V) | b. Begin to adjust reading strategies for different purposes.  | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V) | c. Read materials for information, communication, pleasure, and to perform a task, using a variety of strategies.  | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V) | d. Use prior knowledge to identify commonalities between personal experiences and story elements.  | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V) | e. Use word recognition strategies (phonics, contextual clues, reference guides, etc.) and resources to gain meaning from print.   | 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 |

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| Reading | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)  | f. Evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis.                                     | 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 | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | a. Paraphrase the main idea and important details from multimedia resources.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | b. Depict characters or scenes from stories using a variety of artistic media.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, and conclusion. | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | d. Distinguish the author's purpose as informative, persuasive, or entertaining.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |

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| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | e. Determine if the author's purpose is achieved.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | f. Recognize the main idea of paragraphs or other written passages.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | g. Recognize sequence of events.   | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems. | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | i. Identify first-person narrative in written passages.  | Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Literature-Based Reading Series 1   |

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| Reading | 14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V) | a. Identify and locate information to solve real-life problems.                     | 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 | 14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V) | b. Integrate speaking, listening, writing, and reading to study and solve problems. | 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 |

Grade 5

| Subhead | Competencies   | Suggested Objectives   | Merit Software   |
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| Reading | 4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)                 | c. Distinguish fact from opinion.  | 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 | 4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)                 | d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.   | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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 | 7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V) | a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture. | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |

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| Reading | 7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)                   | b. Begin to recognize the interrelatedness of language, literature, and culture.   | Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1   |
| Reading | 8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V) | a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize language that has been read.   | 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 | 8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V) | c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral forms.   | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)                                | a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning. | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)                                | b. Adjust reading strategies for different purposes.   | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)                                | c. Use prior knowledge to identify commonalities between personal experiences and story elements.  | 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 |

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| Reading | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)  | d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning of print.          | 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 | 9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)  | f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.                            | 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 | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | a. Paraphrase the main idea and important details from multimedia resources.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | b. Depict characters or scenes from stories using a variety of artistic media.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, and conclusion. | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |

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| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | d. Distinguish the author's purpose as informative, persuasive, or entertaining.   | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | e. Determine if the author's purpose is achieved.  | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | f. Use supporting details to identify main idea of a paragraph or other written message.                                   | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | g. Recognize sequence of events.   | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems. | Developing Critical Thinking Skills, Set 1, Reading Critically Non-fiction, Set 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; Literature-Based Reading Series 1 |

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| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | i. Identify first-person narrative in written passages.                             | Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Literature-Based Reading Series 1   |
| Reading | 10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V) | k. Identify a cause and effect relationship in a written passage.                   | Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Literature-Based Reading Series 1   |
| Reading | 14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)                          | a. Identify and locate information to solve real-life problems.                     | 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 | 14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)                          | b. Integrate speaking, listening, writing, and reading to study and solve problems. | 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 |