

**North Carolina State Standards
correlated to
Merit Software Reading Comprehension Basic Programs**

The revised curriculum (1999) is based upon surveys of the effectiveness of the previous curriculum, current educational research, and input from public school teachers, administrators, college and university faculties, parents, and business and community leaders. In addition, the revised curriculum is based on national curriculum standards developed jointly by the National Council of Teachers of English and the International Reading Association and on language arts standards developed by the National Assessment of Educational Progress.

The *North Carolina English Language Arts Standard Course of Study* clearly defines a curriculum supporting the ABC's school reform effort as well as the North Carolina Testing Program. These revisions maintain a forward focus by looking at what students will need to know and to be able to do as successful and contributing citizens in our state and nation in the years ahead.

Merit's Reading Comprehension Basic programs address the following North Carolina State Standards:

- Grade 3 pg. 1-4
- Grade 4 pg. 4-7
- Grade 5 pg. 7-11

Grade 3

Subhead	Competency Goals	Objectives	Benchmarks	Merit Software
Reading	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:	<ul style="list-style-type: none"> • increase fluency. • build background knowledge. • extend vocabulary. 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.02 Interact with the text before, during, and after reading, listening, or viewing by:	<ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.03 Read a variety of texts, including:	<ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays). 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:	<ul style="list-style-type: none"> • author’s purpose. • plot. • conflict. • sequence. • resolution. • lesson and/or message. • main idea and supporting details. • cause and effect. • fact and opinion. • point of view (author and character). • author’s use of figurative language (e.g., simile, metaphor, imagery). 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.06 Summarize main idea(s) from written or spoken texts using succinct language.		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).		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	Competency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:	<ul style="list-style-type: none"> considering the differences among genres. relating plot, setting, and characters to own experiences and ideas. considering main character's point of view. participating in creative interpretations. making inferences and drawing conclusions about characters and events. reflecting on learning, gaining new insights, and identifying areas for further study. 	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	Competency Goals	Objectives	Benchmarks	Merit Software
Reading	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	<ul style="list-style-type: none"> increase fluency. build background knowledge. extend vocabulary. 	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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.		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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.03 Identify key words and discover their meanings and relationships through 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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.04 Increase reading and writing vocabulary through:	<ul style="list-style-type: none"> • wide reading. • word study. • knowledge of homophones, synonyms, antonyms, homonyms. • knowledge of multiple meanings of words. • writing process elements. • writing as a tool for learning. • seminars. • book clubs. • discussions. • examining the author's craft. 	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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.		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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:	<ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand vocabulary. 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.02 Interact with the text before, during, and after reading, listening, and viewing by:	<ul style="list-style-type: none"> • setting a purpose using prior knowledge and text information. • making predictions. • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas. 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.03 Read a variety of texts, including:	<ul style="list-style-type: none"> • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays). 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:	<ul style="list-style-type: none"> • plot. • theme. • main idea and supporting details. • author's choice of words. 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.07 Determine usefulness of information and ideas consistent with purpose.		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	Competency Goal 3 The learner will make connections with text through the use of oral language, written language, and media and technology.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:	<ul style="list-style-type: none"> analyzing the impact of authors' word choice and context. examining the reasons for characters' actions. identifying and examining characters' motives. considering a situation or problem from different characters' points of view. 	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	Competency Goals	Objectives	Benchmarks	Merit Software
Reading	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.		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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.		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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.03 Increase reading and writing vocabulary through:	<ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author's craft. 	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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.		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	Competency Goal 1 The learner will apply enabling strategies and skills to read and write.	1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand and refine vocabulary. 		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.02 Interact with the text before, during, and after reading, listening, and viewing by: 2.02 Interact with the text before, during, and after reading, listening, and viewing by:	<ul style="list-style-type: none"> • making predictions. • formulating questions. • supporting answers from textual information, previous experience, and/or other sources. • drawing on personal, literary, and cultural understandings. • seeking additional 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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.03 Read a variety of texts, such as:	<ul style="list-style-type: none"> • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:	<ul style="list-style-type: none"> • plot development. • author's choice of words. • effectiveness of figurative language (e.g., personification, flashback). 	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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).		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	Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.		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	<p>Competency Goal 3 The learner will make connections with text through the use of oral language, written language, and media and technology.</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p>	<ul style="list-style-type: none"> • analyzing word choice and content. • examining reasons for a character’s actions, taking into account the situation and basic motivation of the character. • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative perspectives. 	<p>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</p>
---------	--	--	---	---