

**New Hampshire State Standards  
correlated to  
Merit Software Reading Comprehension College Prep Programs**

This framework (revised 1996) is based on the significant body of research in English language arts and best instructional practices carried out over the past thirty years. The Department of Education is committed to using the results of this research for systemic educational improvement and change. As required by RSA 193-C, this framework represents broad consensus among educators at all levels, business people, government officials, community representatives, and parents about what students should know and be able to do in English language arts.

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades three, six, and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

Merit’s Reading Comprehension College Prep programs address the following New Hampshire State Standards:

Grades 9-12            pg. 1-4

Grades 9-12

Subhead	Broad Goal	Curriculum Standard	Proficiency Standard	Merit Software
Reading	Students will read fluently, with understanding and appreciation.	Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Recognize that individual words and phrases may have multiple meanings.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2

Reading	Students will read fluently, with understanding and appreciation.	Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones (words that are pronounced the same but differ in meaning, origin, and usually spelling), and homographs (words that have the same spelling but differ in meaning, origin, and sometimes pronunciation).	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
Reading	Students will read fluently, with understanding and appreciation.	Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Determine literal meanings and develop informed, reasoned inferences, judgements, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
Reading	Students will read fluently, with understanding and appreciation.	Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Recognize and use direct meaning (denotation), implied meaning (connotation), and inferential meaning (reasoning from facts presented) to extend their level of understanding of materials they read.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
Reading	Students will read fluently, with understanding and appreciation.	Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Use questioning, reviewing, revising, and rereading to monitor comprehension and enhance overall understanding.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2

Reading	Students will understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.	Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.	Demonstrate knowledge, understanding, and appreciation of literature from various cultures and times, written for a variety of purposes and in a variety of genres such as the classics and contemporary American, British, and world literature, and works by Pulitzer and Nobel prize winners.	Literature Based Reading Series 1-2
Reading	Students will understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.	Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.	Identify, analyze, and interpret literary themes and elements.	Literature Based Reading Series 1-2
Reading	Students will use reading, writing, speaking, listening, and viewing to: gather and organize information; communicate effectively; and succeed in educational, occupational, civic, social, and everyday settings.	Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.	Distinguish facts from opinions in materials presented in various forms.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
Reading	Students will use reading, writing, speaking, listening, and viewing to: gather and organize information; communicate effectively; and succeed in educational, occupational, civic, social, and everyday settings.	Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.	Distinguish between informative and persuasive messages.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2

Reading	Students will use reading, writing, speaking, listening, and viewing to: gather and organize information; communicate effectively; and succeed in educational, occupational, civic, social, and everyday settings.	Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.	Understand the differences among fact, reasoned judgement, and opinion.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2
Reading	Students will use reading, writing, speaking, listening, and viewing to: gather and organize information; communicate effectively; and succeed in educational, occupational, civic, social, and everyday settings.	Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.	Analyze how well evidence supports a conclusion or thesis (a proposition that is maintained by evidence and argument).	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2