

**New Jersey Core Curriculum Content Standards
correlated to
Merit Software Reading Comprehension Intermediate Programs**

The New Jersey Core Curriculum Content Standards for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. The standards, developed in July 2002, are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Merit's Reading Comprehension Intermediate programs address the following New Jersey Core Curriculum Content Standards:

Grades 5-6 pg. 1-2
Grades 7-8 pg. 3-4

Grades 5-6

| Subhead | Standard | Strand | Learning Expectation | Merit Software |
|----------------|--|----------------------------------|--|---|
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | C. Decoding and Word Recognition | 2. Interpret and use new words correctly (refer to word parts and word origin). | Accu-Reading Set 1, Reading Shape Up Sets 1-2, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Set 1, Real World Reading Skills Set 2 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | D. Fluency | 4. Read silently for the purpose of increasing speed, accuracy, and reading fluency. | Accu-Reading Set 1, Reading Shape Up Sets 1-2, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Set 1, Real World Reading Skills Set 2 |

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| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 7. Distinguish between major and minor details. | Accu-Reading Set 1, Reading Shape Up Sets 1-2, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Set 1, Real World Reading Skills Set 2 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 8. Make inferences using textual information and provide supporting evidence. | Accu-Reading Set 1, Reading Shape Up Sets 1-2, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Set 1, Real World Reading Skills Set 2 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 11. Recognize characterization, setting, plot, theme, and point of view in fiction. | Literature Based Reading Set 1 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 15. Explain ways that the setting contributes to the mood of a novel, play, poem, etc. | Literature Based Reading Set 1 |

Grades 7-8

| Subhead | Standard | Strand | Learning Expectation | Merit Software |
|---------|--|-------------------------------|--|--|
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | Decoding and Word Recognition | 3. Continue to use structural analysis and context analysis to decode new words. | Accu-Reading Set 1, Reading Shape Up, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | Fluency | 2. Read increasingly difficult texts silently with comprehension and fluency. | Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1, Reading Skills for Career Success Set 1 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | Fluency | 4. Reread informational text for clarity. | Accu-Reading Set 1, Reading Shape Up, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1, Reading Skills for Career Success Set 1 |

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| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | F. Vocabulary and Concept Development | 1. Develop an extended vocabulary through both listening and reading independently. | Accu-Reading Set 1, Reading Shape Up, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1, Reading Skills for Career Success Set 1 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 2. Distinguish between essential and nonessential information. | Accu-Reading Set 1, Reading Shape Up, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1, Reading Skills for Career Success Set 1 |
| Reading | 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. | G. Comprehension Skills and Response to Text | 3. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts. | Accu-Reading Set 1, Reading Shape Up |