

**New York State Standards
correlated to
Merit Software Reading Comprehension Basic Programs**

This revised edition (March 1996) of the *Learning Standards for English Language Arts* incorporates changes to the content standards and performance indicators based on extensive review by the public. It should be considered a working document; as educational practice improves, these standards will continually be revised.

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

Grades 3-5

Subhead	Standards	Key Ideas	Performance Indicators	Merit Software
Listening and Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	• select information appropriate to the purpose of their investigation and relate ideas from one text to another	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
Listening and Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	• select and use strategies they have been taught for note-taking, organizing, and categorizing information	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch

Listening and Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	• ask specific questions to clarify and extend 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
Listening and Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	• make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult 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
Listening and Reading	Standard 1: Students will read, write, listen, and speak for information and understanding.	1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	• support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.	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
Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	• read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	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

Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	<ul style="list-style-type: none"> • recognize some features that distinguish the genres and use those features to aid 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
Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	<ul style="list-style-type: none"> • understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives 	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	<ul style="list-style-type: none"> • use inference and deduction to understand 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

Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	<ul style="list-style-type: none"> • read aloud accurately and fluently, using phonics and context cues to determine pronunciation 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
Listening and Reading	Standard 2: Students will read, write, listen, and speak for literary response and expression.	1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	<ul style="list-style-type: none"> • evaluate literary merit. 	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Speaking and Writing	Standard 2: Students will read, write, listen, and speak for literary response and expression.	2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	<ul style="list-style-type: none"> • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure 	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Speaking and Writing	Standard 2: Students will read, write, listen, and speak for literary response and expression.	2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	<ul style="list-style-type: none"> • explain the meaning of literary works with some attention to meanings beyond the literal level 	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Speaking and Writing	Standard 2: Students will read, write, listen, and speak for literary response and expression.	2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	<ul style="list-style-type: none"> • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary 	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Speaking and Writing	Standard 2: Students will read, write, listen, and speak for literary response and expression.	2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	<ul style="list-style-type: none"> • observe the conventions of grammar and usage, spelling, and punctuation. 	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Listening and Reading	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	<ul style="list-style-type: none"> • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor 	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
Listening and Reading	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	<ul style="list-style-type: none"> • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement 	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
Listening and Reading	Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	<ul style="list-style-type: none"> • evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. 	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