

**Oklahoma Priority Academic Student Skills  
correlated to  
Merit Software Reading Comprehension Basic Programs**

The curriculum adopted by the State Board of Education for implementation by the beginning of the 1993-94 school year shall be thoroughly reviewed by the State Board every three (3) years, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further improvements in the quality of education for the students of this state. The following information is based on the Priority Academic Student Skills, adopted by the State Board of Education, August 22, 2002.

Merit’s Reading Comprehension Basic programs address the following Oklahoma Priority Academic Student Skills:

- Grade 3                 pg. 1-3
- Grade 4                 pg. 4-6
- Grade 5                 pg. 7-11

Grade 3

Subhead	Content	Standard	Benchmark	Merit Software
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	1. Literal Understanding a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade. b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading. c. Recall major points in a text and revise predictions about what is read. d. Show understanding by asking questions and supporting answers with literal information from the text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	2. Inferences and Interpretation a. Make inferences by connecting prior knowledge and experience with information from the text. b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text. *c. Participate in creative response to text (e.g., art, drama, and oral presentations).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	3. Summary and Generalization a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction. b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text). c. Produce summaries of text selections.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	4. Analysis and Evaluation a. Analyze characters including their traits, relationships, feelings, and changes in text. b. Distinguish between fact and opinion in nonfiction text. c. Analyze the causes, motivations, sequences, and results of events from a text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	5. Monitoring and Correction Strategies a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense) b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues. c. Clarify meaning by rereading, questioning, and modifying predictions.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 5: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature. a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables). b. Read, understand, and discuss a variety of genres.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 5: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts. b. Recognize themes that occur across literary works. Example: Read <i>Yoko</i> by Rosemary Wells and <i>You Are Special</i> by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 5: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Grade 4

Subhead	Content	Standard	Benchmark	Merit Software
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	1. Literal Understanding a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems). b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade. c. Identify and explain the differences in fiction and nonfiction text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	2. Inferences and Interpretation a. Use prior knowledge and experience to make inferences and support them with information presented in text. b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience. c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character). *d. Participate in creative responses to text (i.e., art, drama, and oral presentation).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	3. Summary and Generalization a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas. b. Support ideas, arguments, and generalizations by reference to evidence in the text. c. Represent text information in different ways such as in outline, timeline, or graphic organizer.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	4. Analysis and Evaluation a. Evaluate new information and hypotheses by testing them against known information and ideas. b. Compare and contrast information on the same topic after reading several passages or articles. c. Identify fact/opinion and cause/effect in various texts. d. Analyze and explain the causes, motivations, sequences, and results of events from a text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	5. Monitoring and Correction Strategies a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading). b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.	1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature. a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables). b. Read and construct meaning from a variety of genres.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story. b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain). c. Identify themes that occur across literary works. d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]). b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works. Simile: a comparison that uses like or as Metaphor: an implied comparison Hyperbole: an exaggeration for effect Personification: a description that represents a thing as a person	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Grade 5

Subhead	Content	Standard	Benchmark	Merit Software
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	1. Literal Understanding a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading). b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade. c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	2. Inferences and Interpretation a. Apply prior knowledge and experience to make inferences and respond to new information presented in text. b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge. c. Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme). d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character). *e. Participate in creative response to text (e.g., art, drama, and oral presentation).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	3. Summary and Generalization a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. b. Make generalizations with information gleaned from text. c. Support ideas and arguments by reference to relevant aspects of text and issues across texts. d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	4. Analysis and Evaluation a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose. b. Identify the main problem or conflict of the plot and explain how it is resolved. c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts. e. Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order). f. Distinguish among facts and inferences supported by evidence and opinions in texts.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	5. Monitoring and Correction Strategies a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions). b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues. c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.	1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature. a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends). b. Read and construct meaning from a variety of genres. c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details). b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed. c. Identify the author's purpose (persuade, inform, or entertain). d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
---------	---	---	--	---

Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	-3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration). b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms. c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. Imagery: the use of language to create vivid pictures in the reader's mind. Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2
Reading	Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.	Standard 4: Literature The student will read to construct meaning and respond to a wide variety of literary forms.	-4. Literary Works - Read and respond to historically and culturally significant works of literature. Example: Compare and analyze literary works from various cultures.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 1-2, Reading Critically Non-fiction Sets 1-2, Real World Reading Skills Set 2, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2