

**Oklahoma Priority Academic Student Skills
correlated to
Merit Software Reading Comprehension College Prep 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 College Prep programs address the following Oklahoma Priority Academic Student Skills:

- Grade 9 pg. 1-5
- Grade 10 pg. 6-10
- Grade 11 pg. 10-13
- Grade 12 pg. 13-15

Grade 9

| Subhead | Content | Standard | Benchmark | Merit Software |
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| 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. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately. | Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. | 3. Expand vocabulary through wide reading, listening, and discussing. | Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 2; Vocabulary Super Stretch |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization a. Identify the main idea and supporting details by producing summaries of text.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 2</p> |

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|---------|---|--|--|--|
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>4. Analysis and Evaluation a. Discriminate between fact and opinion and fiction and nonfiction.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>4. Analysis and Evaluation b. Recognize deceptive and/or faulty arguments in persuasive texts.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>4. Analysis and Evaluation c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 3, Reading Critically Non-fiction Set 3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Recognize the theme (general observation about life or human nature) within a text.</p> | <p>Literature Based Reading Series 2</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.</p> | Literature Based Reading Series 2 |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. e. Analyze characters and identify author's point of view.</p> | Literature Based Reading Series 2 |

Grade 10

| Subhead | Content | Standard | Benchmark | Merit Software |
|---------|---|---|--|--|
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation a. Use elements of the text to defend responses and interpretations.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>4. Analysis and Evaluation a. Discriminate between fact and opinion and fiction and nonfiction.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>4. Analysis and Evaluation b. Evaluate deceptive and/or faulty arguments in persuasive texts.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, point of view and how they are addressed and resolved.</p> | <p>Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.</p> | <p>Literature Based Reading Series 2</p> |

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| 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. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately. | Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. | 2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). | Literature Based Reading Series 2 |
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Grade 11

| Subhead | Content | Standard | Benchmark | Merit Software |
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| 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. Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately. | Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. | -4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary. | Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2 |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation</p> <p>a. Interpret the possible inferences of the historical context on literary works.</p> | Literature Based Reading Series 2 |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation</p> <p>d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.</p> | Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2 |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization b. Use text features and elements to support inferences and generalizations about information.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2, Literature Based Reading Series 2</p> |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>3. Summary and Generalization c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p> | <p>Accu-Reading Set 2, Developing Critical Thinking Skills Set 4, Reading Critically Non-fiction Set 4, Reading Strategies for Career Success Set 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> | <p>Literature Based Reading Series 2</p> |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> | <p>Literature Based Reading Series 2</p> |

Grade 12

| Subhead | Content | Standard | Benchmark | Merit Software |
|---------|---|--|---|-----------------------------------|
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions.</p> <p>At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation</p> <p>a. Interpret the possible inferences of the historical context on literary works.</p> | Literature Based Reading Series 2 |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said. Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions.</p> <p>At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</p> | <p>2. Inferences and Interpretation</p> <p>b. Describe the development of plot and identify conflict and how they are addressed and resolved.</p> | Literature Based Reading Series 2 |

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| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> | Literature Based Reading Series 2 |
| Reading | <p>Reading/Literature : The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p> <p>Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.</p> | <p>Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>Read and respond to grade- level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.</p> | <p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work. c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p> | Literature Based Reading Series 2 |