

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

- Grade 6 pg. 1-7
- Grade 7 pg. 8-13
- Grade 8 pg. 14-18

Grade 6

| 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. | Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade- level-appropriate words. | 1. Words in Context a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade- level-appropriate words in fiction and nonfiction texts. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text. | 3. Increase silent reading speed through daily independent reading. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 1. Literal Understanding b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 1. Literal Understanding c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 1. Literal Understanding d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 2. Inferences and Interpretation a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 2. Inferences and Interpretation b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character). | Literature Based Reading Series 1 |
| 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 the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization b. Make generalizations based on information gleaned from text. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation a. Evaluate the believability of a character and the impact they have on the plot. | Literature Based Reading Series 1 |
| 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 the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved. | Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation f. Distinguish among stated facts, inferences supported by evidence, and opinions in text. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 1, Reading Critically Non-fiction Set 1, Real World Reading Skills Set 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, construct meaning, and respond to a wide variety of literary forms. ? Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. | 2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme. | Literature Based Reading Series 1 |
| 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, construct meaning, and respond to a wide variety of literary forms. ? Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. | 2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. b. Identify and explain internal and external conflict in the development of a story. | Literature Based Reading Series 1 |

Grade 7

| 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 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade- level- appropriate words. | 1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |
| 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 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text. | 3. Increase silent reading speed and comprehension through daily, independent reading. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |
| 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 1. Literal Understanding c. Show understanding by asking questions and supporting answers with literal information from text. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 2. Inference and Interpretation a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |
| 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 2. Inference and Interpretation b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description. | Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization a. Summarize the main idea and how it is supported with specific details. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |
| 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization b. Recall major points in the text and make and revise predictions. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization c. Recognize the importance and relevance of details on the development of the plot. | Literature Based Reading Series 1 |
| 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 3. Summary and Generalization d. Support reasonable statements by reference to relevant aspects of text and examples. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions. | Literature Based Reading Series 1 |
| 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme. | Literature Based Reading Series 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. | 4. Analysis and Evaluation e. Distinguish between stated fact, reasoned judgment, and opinion in text. | Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 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, construct meaning, and respond to a wide variety of literary forms. ? Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. | 2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view. | Literature Based Reading Series 1 |
| 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, construct meaning, and respond to a wide variety of literary forms. ? Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. | 2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. b. Identify and explain internal and external conflict in the development of a story. | Literature Based Reading Series 1 |

Grade 8

| 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 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade- level- appropriate words. | 1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, 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 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text. | 3. Increase silent reading speed and comprehension through daily, independent reading. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 1. Literal Understanding b. Show understanding by asking questions and supporting answers with literal information from text. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 2. Inferences and Interpreting a. Make inferences and draw conclusions supported by text evidence and student experiences. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 3. Summary and Generalization a. Determine the main (or major) idea and how those ideas are supported with specific details. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Reading Strategies for Career Success Set 1, Literature Based Reading Series 1-2 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 3. Summary and Generalization b. Paraphrase and summarize text to recall, inform, or organize ideas. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 4. Analysis and Evaluation a. Distinguish between stated fact, reasoned judgment, and opinion in various texts. | Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Reading Strategies for Career Success Set 1 |

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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. | Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 4. Analysis and Evaluation e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story. | 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 - The student will interact with the words and concepts in a text to construct an appropriate meaning. Read and understand grade- level- appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level- appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information | 4. Analysis and Evaluation f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved. | Literature Based Reading Series 1-2 |

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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. | Standard 4: 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 literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. | 2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose. | Literature Based Reading Series 1-2 |
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