

# Tennessee English Language Arts Curriculum Standards Correlated to Merit Software Reading Comprehension Basic Programs

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

## By End of Grade Five

Standard	Expectation	Merit Software
<p><b>5.1.06 Expand reading vocabulary.</b></p>	<ol style="list-style-type: none"> <li>1. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.</li> <li>2. Build vocabulary through frequent read alouds.</li> <li>3. Infer word meanings using roots, prefixes, and suffixes.</li> <li>4. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.</li> <li>5. Use appropriate synonyms, antonyms, and homonyms.</li> <li>6. Foster word consciousness (e.g., word play, word walls and word sorts).</li> <li>7. Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.</li> <li>8. Select the correct word to complete an analogy.</li> <li>9. Explore the impact of</li> </ol>	<p>Early Reading Booster</p> <p>Read and Respond Punch</p> <p>Reading Shape-Up</p> <p>Reading Comprehension Booster</p>

	<p>vocabulary in evaluating ideas, information, and experiences.</p> <p>10. Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).</p> <p>11. Build vocabulary by reading from a wide variety of text and literary genres.</p>	
<p><b>5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</b></p>	<ol style="list-style-type: none"> <li>1. Indicating sequence of events in fiction and nonfiction text.</li> <li>2. Selecting main idea and supporting details from text.</li> <li>3. Selecting, prioritizing, and organizing information to meet a specific purpose.</li> <li>4. Stating reasonable to text</li> <li>5. locating information to support opinions, predictions, and conclusions.</li> <li>6. Identifying cause and effect relationships.</li> <li>7. Distinguishing between fact/opinion and reality/fiction.</li> <li>8. Reflecting upon comprehension strategies utilized to make meaning from text.</li> </ol>	<p>Early Reading Booster</p> <p>Read and Respond Punch</p> <p>Reading Shape-Up</p> <p>Reading Comprehension Booster</p>