

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading  
correlated to  
Merit Software Reading Comprehension Basic Programs**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.23(a)-(l) of this title (relating to English Language Arts).

To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for each grade as described in subsection (b) of this section.

Merit's Reading Comprehension Basic programs address the following TEKS:

- Grade 3                   pg. 1-6
- Grade 4                   pg. 7-12
- Grade 5                   pg. 13-17

Grade 3

Subhead	Learning Standard	Benchmarks	Merit Software
Reading	(3.5) Reading/word identification. The student uses a variety of word identification strategies.	(A) decode by using all letter-sound correspondences within a word (1-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.5) Reading/word identification. The student uses a variety of word identification strategies.	(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.5) Reading/word identification. The student uses a variety of word identification strategies.	(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(3.5) Reading/word identification. The student uses a variety of word identification strategies.	(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.5) Reading/word identification. The student uses a variety of word identification strategies.	(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(A) read classic and contemporary works (2-8);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch;
Reading	(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.	(B) develop vocabulary through reading (2-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.8) Reading/vocabulary development. The student develops an extensive vocabulary.	(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words) (3).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(C) retell or act out the order of important events in stories (K-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.10) Reading/literary response. The student responds to various texts.	(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.10) Reading/literary response. The student responds to various texts.	(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.10) Reading/literary response. The student responds to various texts.	(C) support interpretations or conclusions with examples drawn from text (2-3); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.10) Reading/literary response. The student responds to various texts.	(D) connect ideas and themes across texts (1-3).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Developing Critical Thinking Skills, Set 1, Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(I) identify the importance of the setting to a story's meaning (1-3); and	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	(J) recognize the story problem(s) or plot (1-3).	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	(3.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	(3.13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	(B) compare experiences of characters across cultures (K-3).	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts (1-3);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Reading	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch

Grade 4

Subhead	Learning Standard	Benchmarks	Merit Software
Reading	(4.6) Reading/word identification. The student uses a variety of word recognition strategies.	(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.6) Reading/word identification. The student uses a variety of word recognition strategies.	(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> (4-6); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.6) Reading/word identification. The student uses a variety of word recognition strategies.	(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(A) read classic and contemporary works (2-8);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch;
Reading	(4.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(A) use his/her own knowledge and experience to comprehend (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(D) describe mental images that text descriptions evoke (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(J) distinguish fact and opinion in various texts (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2

Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(B) recognize that authors organize information in specific ways (4-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2
Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2
Reading	(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(I) recognize and analyze story plot, setting, and problem resolution (4-8); and	Developing Critical Thinking Skills, Set 1; Literature-Based Reading Series 1
Reading	(4.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	(A) compare text events with his/her own and other readers' experiences (4-8);	Real World Reading Skills, Sets 1-2

Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch

Grade 5

Subhead	Learning Standard	Benchmarks	Merit Software
Reading	(5.6) Reading/word identification. The student uses a variety of word identification strategies.	(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.6) Reading/word identification. The student uses a variety of word identification strategies.	(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> (4-6); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.6) Reading/word identification. The student uses a variety of word identification strategies.	(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(A) read classic and contemporary works (2-8);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch;
Reading	(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i> (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(A) use his/her own knowledge and experience to comprehend (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(D) describe mental images that text descriptions evoke (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2

Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(J) distinguish fact and opinion in various texts (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2

Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(B) recognize that authors organize information in specific ways (4-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2
Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2
Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);	Literature-Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1; Accu-Reading, Sets 1-2
Reading	(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	(I) recognize and analyze story plot, setting, and problem resolution (4-8); and	Developing Critical Thinking Skills, Set 1; Literature-Based Reading Series 1
Reading	(5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	(A) compare text events with his/her own and other readers' experiences (4-8);	Real World Reading Skills, Sets 1-2
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch

Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Reading Critically: Non-Fiction, Set 1; Accu-Reading, Sets 1-2; Real World Reading Skills, Sets 1-2; Read and Respond Punch