

**Texas Essential Knowledge and Skills for  
English Language Arts and Reading  
correlated to  
Merit Software Reading Comprehension College Prep 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 College Prep programs address the following TEKS:

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Grade 9

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(6) Reading/word identification/ vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:	(A) 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
Reading	(6) Reading/word identification/ vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:	(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	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
Reading	(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(F) identify main ideas and their supporting details;	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
Reading	(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	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

Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(C) read world literature, including classic and contemporary works; and	Literature Based Reading Series 2
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(D) interpret the possible influences of the historical context on a literary work.	Literature Based Reading Series 2
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	Literature Based Reading Series 2
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) use elements of text to defend his/her own responses and interpretations; and	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(A) recognize the theme (general observation about life or human nature) within a text;	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(B) analyze the relevance of setting and time frame to text's meaning;	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(C) analyze characters and identify time and point of view;	Literature Based Reading Series 2

Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(D) identify basic conflicts;	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(E) analyze the development of plot in narrative text;	Literature Based Reading Series 2

Grade 10

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, listening, and discussing;	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
Reading	(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, 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
Reading	(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:	(C) read world literature, including classic and contemporary works; and	Literature Based Reading Series 2

Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	Literature Based Reading Series 2
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) use elements of text to defend his/her own responses and interpretations; and	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(B) analyze relevance of setting and time frame to text's meaning;	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	Literature Based Reading Series 2

Grade 11

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, listening, and discussing;	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
Reading	(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation 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
Reading	(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	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

Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:	(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:	(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	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
Reading	(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:	(C) read American and other world literature, including classic and contemporary works; and	Literature Based Reading Series 2
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Literature Based Reading Series 2
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(B) analyze relevance of setting and time frame to text's meaning;	Literature Based Reading Series 2
Reading	(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(C) describe the development of plot and identify conflicts and how they are addressed and resolved;	Literature Based Reading Series 2

Grade 12

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(G) draw inferences and support them with textual evidence and experience;	Literature Based Reading Series 2

Reading	(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The student is expected to:	(C) read British and other world literature, including classic and contemporary works; and	Literature Based Reading Series 2
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Literature Based Reading Series 2
Reading	(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	(C) analyze relevance of setting and time frame to text's meaning;	Literature Based Reading Series 2
Reading		(D) describe the development of plot and identify conflicts and how they are addressed and resolved;	Literature Based Reading Series 2