

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

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Grade 6

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);	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, Literature Based Reading Series 1
Reading	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);	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, Literature Based Reading Series 1
Reading	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(C) demonstrate characteristics of fluent and effective readers (4-6);	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, Literature Based Reading Series 1
Reading	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(A) read classic and contemporary works (2-8);	Literature Based Reading Series 1

Reading	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(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); and	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, Literature Based Reading Series 1
Reading	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Literature Based Reading Series 1
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);	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, Literature Based Reading Series 1
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	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, Literature Based Reading Series 1
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(J) distinguish fact and opinion in various texts (4-8);	Reading Shape-Up Set 2
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(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);	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, Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Literature Based Reading Series 1

Reading	(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Literature Based Reading Series 1
Reading	(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(G) recognize and analyze story plot, setting, and problem resolution (4-8);	Literature Based Reading Series 1

Grade 7

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);	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	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7);	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	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(A) read classic and contemporary works (2-8);	Literature Based Reading Series 1
Reading	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(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); and	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	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Literature Based Reading Series 1
Reading	(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	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	(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	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	(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	(J) distinguish fact and opinion in various texts (4-8);	Reading Shape Up Set 2
Reading	(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	(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);	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	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Literature Based Reading Series 1
Reading	(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Literature Based Reading Series 1
Reading	(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(G) recognize and analyze story plot, setting, and problem resolution (4-8);	Literature Based Reading Series 1

Grade 8

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8);	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	(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8);	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	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(A) read classic and contemporary works (2-8);	Literature Based Reading Series 1
Reading	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(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); and	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	(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	(D) read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).	Literature Based Reading Series 1
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	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	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	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	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(J) distinguish fact and opinion in various texts (4-8);	Reading Shape Up Set 2
Reading	(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	(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);	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	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Literature Based Reading Series 1

Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Literature Based Reading Series 1
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Literature Based Reading Series 1
Reading	(12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Literature Based Reading Series 1
Reading	(12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	(G) recognize and analyze story plot, setting, and problem resolution (4-8);	Literature Based Reading Series 1