

Vermont's Framework of Standards and Learning Opportunities Correlated to Merit Software Reading Comprehension Basic Programs

Reading

Reading Comprehension

- 1.3 Students read for meaning, demonstrating both initial understanding and personal response to what is read. This is evident when students:

| Prek-4 | Merit Software |
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| 1.3.a. Comprehend grade-appropriate materials; | Early Reading Booster |
| 1.3.b. Analyze and interpret features of a variety of types of text; and | Reading Shape-Up |
| 1.3.c. Make connections among various parts of a text, among several texts, and between texts and other experiences in and out of school. | Reading Comprehension Booster |

Responses to Literature

- 1.7 In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:

| Prek-4 | Merit Software |
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| <p>1.7.a. Connect plot/ideas/concepts to experience, including other literature;</p> | <p>Early Reading Booster</p> <p>Read and Respond Punch</p> |
| <p>1.7.b. Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues; and</p> | <p>Reading Shape-Up</p> <p>Reading Comprehension Booster</p> <p>Read and Respond Punch</p> |
| <p>1.7.c. Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.</p> | |