

# Vermont's Framework of Standards and Learning Opportunities Correlated to Merit Software Reading Comprehension College Preparatory 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:

5-8	Merit Software
1.3.a. Comprehend grade-appropriate materials;	Accu-Reading
1.3.b. Analyze and interpret features of a variety of types of text; and	Developing Critical Thinking Skills for Effective Reading for Upper Grades
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.	
1.3.d. Make extensions/applications of a text;	
1.3.e. Identify the textual	

<p>structure and/or the technical, artistic, and literary conventions of text; and</p> <p>1.3.f. Explain the meaning of various forms of representation</p> <p>1.3.g. Analyze, interpret, and evaluate texts produced for a wide range of purposes and audiences, including their cultural, political, and aesthetic contexts.</p>	
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### 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:

9-12	Merit Software
<p>1.7.a. Connect plot/ideas/concepts to experience, including other literature;</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>1.7.c. Support judgments about what has been read by drawing from experience, other literature, and evidence</p>	<p>Accu-Reading</p> <p>Developing Critical Thinking Skills for Effective Reading for Upper Grades</p>

from the text, including  
direct quotations

1.7.g. Establish  
interpretive claims and  
support them.