

**Washington State Standards
correlated to
Merit Software Reading Comprehension Basic Programs**

The Office of Superintendent of Public Instruction is currently (November 2003) updating academic content standards — Essential Academic Learning Requirements — in Reading, Mathematics and Science. The refined standards will include K-10 Grade Level Expectations (GLEs) which provide more detailed information for educators, students and parents and further be used to create new ESEA Reading and Mathematics assessments for grades 3-8 and 10, beginning in 2006. The Writing standards have not yet been revised to the EALR format.

Merit’s Reading Comprehension Basic programs address the following Washington State Standards:

Grade 3 pg. 1-6
Grade 4 pg. 7-16
Grade 5 pg. 16-24

Grade 3

Subhead	EALR	Component	Grade Level Expectation	Merit Software
Reading	EALR 1: The student understands and uses different skills and strategies to read.	1.1 Use word recognition skills and strategies to read and comprehend text.	1.1.4 Apply understanding of <u>phonics</u> . <ul style="list-style-type: none"> • Use knowledge of phonics to read unfamiliar words in grade-level text. • Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught). • Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., <i>super</i> follows v/cv pattern; <i>supper</i> follows vc/cv). 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> Use <u>prefixes, suffixes, inflectional endings</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of <u>print conventions</u>, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown. Use <u>prior knowledge</u> and context to <u>predict</u> and confirm meanings of unknown words. Use pictures, illustrations, and diagrams to clarify/expand word meaning. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in own oral and written communication. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.2 Understand and apply <u>content/academic vocabulary</u>.</p> <ul style="list-style-type: none"> Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance. Use new vocabulary in oral and written communication. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme</u>, <u>main idea</u>, and supporting details in <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance. • Identify the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. • Complete <u>graphic organizers</u> with teacher guidance to organize main ideas and supporting details. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>.</p> <ul style="list-style-type: none"> • Explain connections between self and characters and events encountered in <u>culturally relevant text</u>. • Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u>.</p> <ul style="list-style-type: none"> • Predict text content using <u>prior knowledge</u> and <u>text features</u>. • Use text and prior knowledge to make <u>inferences</u> about characters and/or predict events; confirm or reject <u>predictions</u>. • Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	2.1.6 Apply <u>comprehension monitoring strategies</u> . <ul style="list-style-type: none"> Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize informational/expository text and literary/narrative text</u> . <ul style="list-style-type: none"> Summarize the events or information in <u>informational/expository text</u> with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text). Summarize the plot/message in <u>culturally relevant literary/narrative text</u> with teacher guidance. Organize <u>summary</u> information from <u>informational/expository text</u> and/or <u>literary/narrative text</u> into a teacher-provided <u>graphic organizer</u> to enhance text comprehension. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	2.2.1 Understand story <u>sequence</u> . Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	2.2.2 Understand and apply features of printed and <u>electronic text</u> to locate and comprehend text. <ul style="list-style-type: none"> Identify and use grade-level-appropriate <u>text features</u> with teacher guidance. Interpret information from graphs and charts with teacher guidance. Identify and use <u>icons</u> and <u>pull-down menus</u>. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.3 Understand <u>story elements</u>.</p> <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.4 Understand <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both <u>informational/expository text</u> and <u>literary/narrative text</u>. Identify text written in the text organizational structures of <i>simple listing</i> and <i>sequential order</i>. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	<p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> Compare and contrast <u>literary/narrative text</u> elements in one story or between two stories. Compare and contrast facts in one text or between two <u>informational/expository texts</u>. Explain simple cause and effect relationships in <u>informational/expository text</u> and <u>literary/narrative text</u>. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	<p>2.3.3 Understand <u>literary/narrative devices</u>.</p> <ul style="list-style-type: none"> Recognize <u>similes</u>, <u>alliteration</u>, and <u>onomatopoeia</u> in literary/narrative passages. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.1 Understand how to draw simple conclusions and give a response to text. <ul style="list-style-type: none"> Give a personal or text-based response to a passage using a teacher-generated prompt. Draw a simple conclusion from grade-level text with teacher guidance. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.2 Understand that there are purposes of writing. <ul style="list-style-type: none"> Identify common types of <u>informational/expository text</u> and <u>literary/narrative text</u> and explain why they are read. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.3 Understand there are facts and opinions. <ul style="list-style-type: none"> Explain the difference between a fact and an opinion with teacher guidance. 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2

Grade 4

Subhead	EALR	Component	Grade Level Expectation	Merit Software
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.1 Use word recognition skills and strategies to read and comprehend text.	1.1.4 Apply understanding of <u>phonics</u> . <ul style="list-style-type: none"> Use multi-syllabic decoding when reading words in all texts. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	1.2.1 Apply reference skills to define, clarify, and refine word meanings. <ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, and parts of speech of words. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words. • Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. • Explain how to derive word meaning from knowledge of <u>affixes</u> and <u>roots</u> (e.g., port: transportation, porter, import, report). • Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to <u>predict</u>, clarify, and/or expand word meanings and concepts. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in oral and written communication. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text.</p> <ul style="list-style-type: none"> • Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. • Explain that some words have a different meaning in different content areas (e.g., concept of <i>shade</i> in science and art). • Select, from multiple choices, the meaning of words necessary to understand. • Use new vocabulary in oral and written communication and <u>content/academic text</u>. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme</u>, <u>main ideas</u>, and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. <u>W</u></p> <ul style="list-style-type: none"> • State the main idea of an <u>informational/expository text</u> passage and provide three or more text-based details that support it. • State the main idea of a <u>literary/narrative text</u> passage and support with three details from the story. • Select, from multiple choices, the main/major idea of a passage, poem, or selection. • State the theme/message in culturally relevant <u>literary/narrative text</u> and support with text-based evidence. • Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>.</p> <ul style="list-style-type: none"> • Explain connections between self and characters, events, and information occurring within a text or among multiple texts. • Activate prior knowledge about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • <u>Predict</u> text content using <u>prior knowledge</u> and <u>text features</u>. • Use text and prior knowledge to make, confirm, or revise <u>inferences</u> and <u>predictions</u>. • Select, from multiple choices, a prediction, or inference from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). • Select, from multiple choices, a prediction or inference from <u>informational/expository text</u> (e.g., what is likely to happen, or what will happen next). • Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.6 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. • Generate and answer questions before, during, and after reading. • Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading. • Organize information to monitor for meaning; generate and answer questions in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.7 Apply <u>comprehension strategies</u> during and after reading: <u>summarize</u> grade-level <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave). Summarize culturally relevant literary/narrative text. Select, from multiple choices, a sentence that best summarizes the story or informational selection. Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.1 Understand sequence in <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> Explain ideas or events in <u>sequential</u> order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Recognize and explain <u>literary/narrative text</u> written out of <u>sequence</u> (e.g., flashbacks, tales from other cultures). Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.2 Apply features of printed and <u>electronic text</u> to locate and comprehend text. <u>W</u></p> <ul style="list-style-type: none"> Identify and use grade-level appropriate <u>text features</u>. Explain how certain text features help you understand the selection. Interpret information from <u>graphic features</u>. Identify, from multiple choices, where certain information/ideas might be found in the text. Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u> on an electronic device. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.3 Understand and analyze <u>story elements</u>. <u>W</u></p> <ul style="list-style-type: none"> • Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits. • Identify the main events in a <u>plot</u>, including the cause and effect relationship in problem solving. • Describe the components of <u>setting</u> and explain how and why setting is important to the story. • Differentiate between first and third person <u>point of view</u> in a selection and explain the difference. • Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.4 Apply understanding of <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> • Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension. • Identify and use text written in the text organizational structure of <i>chronological order</i> to find and organize information and comprehend text. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	<p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • Compare and contrast <u>plots</u>, <u>characters</u>, and <u>settings</u> in multiple texts. • Compare and contrast information (e.g., similar topics written in different <u>genres</u> such as a short story and a poem or magazine article and encyclopedia). • Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections). • Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections). • Recognize and explain cause and effect relationships in <u>informational/expository text</u> and <u>literary/narrative text</u>, using evidence from the text. • Select, from multiple choices, a sentence that explains the cause of events or the effects of actions. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	<p>2.3.3 Understand <u>literary/narrative devices</u>.</p> <ul style="list-style-type: none"> • Explain the meaning of <u>simile</u>, <u>personification</u>, <u>metaphor</u>, <u>idiom</u>, and humor in <u>literary/narrative</u> passages. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights to <u>informational/expository text</u> and <u>literary/narrative text</u> . <ul style="list-style-type: none"> • Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). • Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.2 Analyze the <u>author's purpose</u> for and style of writing in both <u>informational/expository text</u> and <u>literary/narrative text</u> . <ul style="list-style-type: none"> • Determine the author's purpose and support decision with evidence/details from text. • Identify and explain how the author's use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.3 Understand the difference between fact and opinion. <ul style="list-style-type: none"> • Identify facts and opinions; provide evidence from the text to support your answer. • Select, from multiple choices, a statement that is a fact or an opinion. 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.4 Evaluate author's effectiveness for a chosen audience. <ul style="list-style-type: none"> • Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says. 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.5 Understand how to <u>generalize</u> from text. <ul style="list-style-type: none"> Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west). Generalize about characters and characteristics in similar stories from different cultures (e.g., the "trickster" type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br'er Rabbit stories of the Deep South). 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2
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Grade 5

Subhead	EALR	Component	Grade Level Expectation	Merit Software
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	1.2.1 Understand and apply dictionary skills and other reference skills. <ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, parts of speech, and/or clarify shades of meaning. Use text evidence to verify dictionary or glossary meaning. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	<p>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words. • Use abstract, derived <u>root words</u>, <u>prefixes</u>, and <u>suffixes</u> from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision). • Use <u>structural analysis</u> and concept-building <u>vocabulary strategies</u> to understand new words and concepts in <u>informational/expository text</u> and <u>literary/narrative text</u>. • Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to predict, clarify, and/or expand word meanings and concepts. • Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Integrate new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, into written and oral communication. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	<p>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text.</p> <ul style="list-style-type: none"> • Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text. • Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science and social studies). • Select, from multiple choices, the meaning of words necessary to understand content area text. • Use new vocabulary in oral and written communication. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme</u>, <u>main ideas</u>, and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • State the main idea of an <u>informational/expository text</u> passage and provide three or more text-based details that support it. • State the main idea of a <u>literary/narrative text</u> passage and support with three details from the story. • Select, from multiple choices, the main/major idea of a passage, poem, or selection. • State the theme/message in culturally relevant <u>literary/narrative text</u> and support with text-based evidence. • Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme</u>, <u>main idea</u> and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • State the main idea of a passage and provide several text-based details supporting it. • State the theme/message and supporting details in culturally relevant <u>literary/narrative text</u>. • Organize main ideas and supporting details in a <u>graphic organizer</u> to enhance comprehension. • Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choice. • Select, from multiple choices, a sentence that best states the <u>theme</u> or <u>main idea</u> of a story, poem, or selection. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge</u> . <ul style="list-style-type: none"> • Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s). • Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level text. <ul style="list-style-type: none"> • Make, confirm, and revise <u>prediction</u> based on <u>prior knowledge</u> and evidence from the text. • Cite passages from text to confirm or defend predictions and <u>inferences</u>. • Select, from multiple choices, a prediction, or <u>inference</u> from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). • Organize information to support a prediction or inference in a <u>graphic organizer</u>. • Select, from multiple choices, a <u>prediction</u> or <u>inference</u> that could be made from the text. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.6 Apply <u>comprehension monitoring strategies</u> to understand fiction, nonfiction, <u>informational text</u>, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> • Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. • Generate and answer questions about the text before, during, and after reading to aid comprehension. • Use <u>questioning strategies</u> to comprehend text. • Draw, write about, or verbally describe the mental images that occur while reading. • Organize information in a <u>graphic organizer</u> appropriate to the text and purpose for reading to organize information and comprehend text. • Use pre-, during, and after-reading tools designed to activate and record <u>prior knowledge</u> to understand text (e.g., <u>prediction guides</u>, KWL charts, DRTA). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.1 Demonstrate evidence of reading comprehension.	<p>2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize</u> grade-level <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • Create a <u>summary</u> including the <u>main idea</u> and the most important text-based facts, details, and/or ideas from <u>informational/expository text</u> (e.g., newspaper or magazine articles). • Summarize the plot/message in culturally relevant <u>literary/narrative texts</u>. • Select, from multiple choices, a sentence that best summarizes the story or selection. • Organize information using a <u>graphic organizer</u> appropriate for summarizing <u>informational/expository text</u> and <u>literary/narrative text</u>. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.1 Apply understanding of time, order, and/or sequence to comprehend text.</p> <ul style="list-style-type: none"> • Explain the use of flashbacks to convey meaning in <u>literary/narrative text</u>. • Explain the use of steps in a process to convey meaning in an information text (e.g., how a bill becomes law, stages in the colonization of early America). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.2 Apply understanding of printed and electronic <u>text features</u> to locate information and comprehend text.</p> <ul style="list-style-type: none"> • Locate information using grade-level appropriate text features. • Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow). • Use organizational features and <u>electronic sources</u> (such as headings and numberings, CD-ROM, internet, <u>pull-down menus</u>, <u>key word searches</u>, and <u>icons</u>) to access information. • Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.3 Understand and analyze <u>story elements</u>.</p> <ul style="list-style-type: none"> • Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits. • Identify the major actions that define the <u>plot</u> and how actions lead to <u>conflict</u> or <u>resolution</u>. • Explain the influence of <u>setting</u> on character and plot. • Identify the narrator and explain which <u>point of view</u> is used in the text. • Explain how a story would change if a different character narrated it. • Identify the stated <u>theme/message</u> in text and support with evidence from the text. • Identify common recurring themes/messages in books by the same author. • Select, from multiple choices, words or selections that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.2 Understand and apply knowledge of text components to comprehend text.	<p>2.2.4 Apply understanding of <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> • Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension. • Identify and use text written in the text organizational structures of <i>cause and effect</i> and <i>order of importance</i> to find and organize information and comprehend text. • Differentiate between text organizational structures of <u>informational/expository text</u> and <u>literary/narrative text</u>. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	2.3.1 Analyze <u>informational/expository text</u> and <u>literary/narrative text</u> for similarities and differences and cause and effect relationships. <ul style="list-style-type: none"> Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works). Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the West). Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information). Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.	2.3.3 Understand a function (which makes the story more interesting) of <u>literary devices</u> . <ul style="list-style-type: none"> Recognize previously learned <u>literary devices</u> and explain how they make the story more interesting. Identify literary/narrative devices such as <u>imagery</u>, <u>exaggeration</u>, and <u>dialogue</u> and explain how they make the story more interesting. 	Literature Based Reading Series 1; Reading Comprehension Booster; Read and Respond Punch; Reading Shape-Up Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. <ul style="list-style-type: none"> Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	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, Set 1; Real World Reading Skills, Sets 1-2

Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.2 Analyze an <u>author's style</u> of writing, including language choice, achieves the <u>author's purpose</u> and influences an audience. <ul style="list-style-type: none"> Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade). Identify and explain how author's use of word choice, sentence structure and length, and/or <u>literary devices</u> influences an audience. 	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, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.3 Analyze text for fact and opinion. <ul style="list-style-type: none"> Distinguish between fact and opinion and provide supporting evidence from the text. Select, from multiple choices, a statement that is a fact or an opinion. 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.4 Analyze the author's effectiveness for different audiences. <ul style="list-style-type: none"> Identify the author's target audience(s) and cite examples of details and/or arguments that appeal to that audience. Interpret the <u>author's tone</u> and support the answer with text-based evidence. Cite and explain examples of author's use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements). 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.6 Understand ideas and concepts in multiple texts. <ul style="list-style-type: none"> Explain an idea and/or concept, which occur in multiple texts (e.g., bravery, misused power). 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.	2.4.7 Understand <u>author's perspective</u> . <ul style="list-style-type: none"> Recognize author's perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting <u>literary/narrative text</u> details or information text facts. 	Developing Critical Thinking Skills, Set 1, Reading Critically Non-Fiction, Set 1; Reading Comprehension Booster; Reading Shape-Up Set 1; Accu-Reading, Set 1; Real World Reading Skills, Sets 1-2

