

**Washington State Standards
correlated to
Merit Software Reading Comprehension College Prep 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 College Prep programs address the following Washington State Standards:

Grades 9-10 pg. 1-4

Grades 9-10

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.	1.2.2 Apply strategies to comprehend words and ideas. · Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text. · Use graphic features to clarify and extend meaning.	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
Reading	EALR 1: The student understands and uses different skills and strategies to read.	Component 1.3 Build vocabulary through wide reading.	1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. · Integrate new vocabulary from informational/expository text and literary/narrative text (including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty salon) into written and oral communication. · Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized). · Select, from multiple choices, the meaning of a word identified in the text. · Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of parallel in mathematics to understand parallelism).	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 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 comprehension-monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <ul style="list-style-type: none"> · State both literal and/or inferred main ideas and provide supporting text-based details. · State the theme/message and supporting details in culturally relevant literary/narrative text. · Choose, 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 theme or main idea of a story, poem, or selection. 	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 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 comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.</p> <ul style="list-style-type: none"> · Make inferences based on implicit and explicit information drawn from prior knowledge and text; provide justification for inferences. · Make predictions and inferences about an author's beliefs and cite text-based evidence to support prediction/inference (e.g., find text passages that support an inference that the author advocates economic change). · Read several accounts of the same event and make inferences about the impact each would have on the reader (e.g., discuss the emotional impact of a journal entry by a soldier's parent, a letter from a Union or Confederate soldier, and a newspaper article describing a Civil War battle). · Select, from multiple choices, a prediction, inference, or assumption that could be made from the text. 	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 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 comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.</p> <ul style="list-style-type: none"> · Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoid interpretation or judgment; use an organizational pattern that supports the author's intent. · Create a literary summary that includes an introduction stating the theme and/or author's message supported by text-based evidence; use own words in an objective voice; is accurate to the original text. · Select, from multiple choices, a sentence that best summarizes the text. 	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 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 Analyze story elements. W</p> <ul style="list-style-type: none"> · Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem). · Compare/contrast how recurring themes are treated by diverse authors or in different genres. · Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution). 	Literature Based Reading Series 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.	<p>2.4.1 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.</p> <ul style="list-style-type: none"> · Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). · Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection. 	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 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 Analyze and evaluate the reasoning and ideas underlying author's beliefs and assumptions within multiple texts. <ul style="list-style-type: none"> · Analyze literary/narrative text and informational/expository text to show how they reflect the heritage, traditions, and beliefs of the author. · Select, from multiple choices, a sentence that describes the reasoning of a character or an author, both faulty and logical. · Compare and contrast readings on the same topics by explaining how the authors reach the same or different conclusions based on differences and similarities in evidence, reasoning, assumptions, purposes, beliefs, and biases. · Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence. 	Accu-Reading Set 2, Developing Critical Thinking Skills Sets 3-4, Reading Critically Non-fiction Sets 3-4, Reading Strategies for Career Success Sets 1-2, Literature Based Reading Series 2
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