

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

Grade 6           pg. 1-4  
Grade 7           pg. 5-7  
Grade 8           pg. 8-10

Grade 6

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 a variety of strategies to comprehend words and ideas in complex text. · Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession). · Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text. · Use prior knowledge, the text, context clues, and graphic features 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 informational/expository text and literary/narrative text.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 vocabulary critical to the meaning of text. <ul style="list-style-type: none"> <li>· Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science or social studies).</li> <li>· Select, from multiple choices, the meaning of words or phrases identified in the text.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2
Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	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. <ul style="list-style-type: none"> <li>· State both literal and/or inferred main ideas and provide supporting text-based details.</li> <li>· State the theme/message and supporting details in culturally relevant literary/narrative text.</li> <li>· Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.</li> <li>· Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 comprehension-monitoring strategies before, during, and after reading: predict and infer. <ul style="list-style-type: none"> <li>· Make, confirm, and revise prediction based on prior knowledge and evidence from the text.</li> <li>· Cite passages from text to confirm or defend predictions and inferences.</li> <li>· Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action).</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 comprehension-monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. \ <ul style="list-style-type: none"> <li>· Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.</li> <li>· Summarize the plot/message in culturally relevant literary/narrative text.</li> <li>· Select, from multiple choices, a sentence that best summarizes the story or selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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.	2.2.3 Understand and analyze story elements. <ul style="list-style-type: none"> <li>· Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character's action might contribute to the problem.</li> <li>· Identify the major actions that define the plot and how actions lead to conflict or resolution.</li> <li>· Explain the influence of setting on character and plot.</li> <li>· Identify the point of view used (first, third, or omniscient point of view) in a story.</li> <li>· Compare and contrast the same conflict from the point of view of two different characters.</li> <li>· Identify the stated themes in text and support with evidence from the text.</li> <li>· Identify common recurring themes in books by the same or different authors and support with evidence from the text.</li> <li>· Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict).</li> </ul>	Literature Based Reading Series 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. · Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer. · Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 author's style of writing, including language choice, to achieve the author's purpose and influence an audience. · Explain the author's purpose. · Explain how author's use of word choice, sentence structure and length, and/or literary devices contributes to imagery, suggests a mood, or otherwise influences an audience.	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 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 the reasoning and ideas underlying an author's perspective, beliefs, and assumptions. · Infer and explain the author's beliefs and assumptions, citing text-based reasons for choice (e.g., describe an author's background and beliefs and explain how they influence the author's perspective).	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set , Reading Critically Non-fiction Set 1, Literature Based Reading Series 1, Real World Reading Skills Set 2

Grade 7

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.	<p>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</p> <ul style="list-style-type: none"> <li>· Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., expose, exposition).</li> <li>· Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text.</li> <li>· Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1
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 content/academic vocabulary critical to the meaning of the text.</p> <ul style="list-style-type: none"> <li>· Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text.</li> <li>· Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science or social studies).</li> <li>· Select, from multiple choices, the meanings of words or phrases identified in the text.</li> <li>· Use new vocabulary in oral and written communication.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	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. <ul style="list-style-type: none"> <li>· State both literal and/or inferred main ideas and provide supporting text-based details.</li> <li>· State the theme/message and supporting details in culturally relevant literary/narrative text.</li> <li>· Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.</li> <li>· Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	2.1.5 Apply comprehension-monitoring strategies before, during, and after reading: predict and infer. <ul style="list-style-type: none"> <li>· Make, confirm, and revise prediction based on prior knowledge and evidence from the text.</li> <li>· Cite passages from text to confirm or defend prediction and inferences.</li> <li>· Select, from multiple choices, a prediction or inference that could be made from the text (e.g., what the character will do next, what will happen to a character because of an event, what will happen because of an action).</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	2.17 Apply comprehension-monitoring strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text. <ul style="list-style-type: none"> <li>· Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.</li> <li>· Summarize the plot in culturally relevant literary/narrative texts.</li> <li>· Select, from multiple choices, a sentence that best summarizes the story or selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading 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.	2.2.3 Understand and analyze story elements. <ul style="list-style-type: none"> <li>· Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how major and minor characters change over time.</li> <li>· Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution.</li> <li>· Explain the influence of setting on mood, character, and plot.</li> <li>· Identify the point of view used (first, third, or omniscient point of view) and interpret how point of view influences the text.</li> <li>· Explain how a story would change if the narrator's perspective changed.</li> <li>· Identify implied themes in text and support with evidence from the text.</li> <li>· Compare/contrast common recurring themes in books by the same or different authors.</li> <li>· Select, from multiple choices, words or sentences that best describe specific story elements from the story, selection, or poem.</li> </ul>	Literature Based Reading Series 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 Analyze literary/narrative text and information/expository text to draw conclusions and develop insights. <ul style="list-style-type: none"> <li>· 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).</li> <li>· Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading 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.	2.4.7 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and assumptions. <ul style="list-style-type: none"> <li>· Infer and explain the author's beliefs and assumptions, citing text-based evidence for choice (e.g., describe an author's background and beliefs and explain how they influence the author's perspective).</li> <li>· Select, from multiple choices, a sentence that describes the author's or character's reasoning or problem with the reasoning.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Set 1, Developing Critical Thinking Skills Set 2, Reading Critically Non-fiction Set 2, Literature Based Reading Set 1

Grade 8

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. <ul style="list-style-type: none"> <li>- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., statistic, statistician).</li> <li>- Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/expository text.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	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. <ul style="list-style-type: none"> <li>- State both literal and/or inferred main ideas and provide supporting text-based details.</li> <li>- State the theme/message and supporting details in culturally relevant literary/narrative text.</li> <li>- Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.</li> <li>- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success Set 1
Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	2.1.5 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: predict and infer. <ul style="list-style-type: none"> <li>- Make inferences based on implicit and explicit information drawn from text and provide justification for those inferences.</li> <li>- Make, confirm, and revise predictions based on prior knowledge and evidence from the text (e.g., using main idea statements, predict what kind of information the author will present next).</li> <li>- Select, from multiple choices, a prediction, inference, or assumption that could be made from the text.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success Set 1

Reading	EALR 2: The student understands the meaning of what is read.	Component 2:1 Demonstrate evidence of reading comprehension.	2.1.7 Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text. - 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 avoids interpretation or judgment. - 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.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success 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 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. - 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	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success 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.	2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. - Generalize about universal themes, human nature, cultural and historical perspectives, etc., from reading multiple texts. - Provide a response to text that expresses an insight (e.g., author's perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information in an article about fitness to design an exercise routine). - Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success 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.	2.4.7 Analyze and evaluate the reasoning and ideas underlying an author's beliefs and assumptions within multiple texts. W <ul style="list-style-type: none"> <li>- Examine informational/expository text and literary/narrative text to show how they reflect the heritage, traditions, and beliefs of the author.</li> <li>- Compare and critique two author's beliefs and assumptions about a single topic or issue, citing text-based evidence, and decide which author presents the stronger argument.</li> <li>- Select, from multiple choices, a sentence that identifies the author's opinions, assumptions, and beliefs.</li> <li>- Select, from multiple choices, a sentence that describes the faulty reasoning of the author or character.</li> <li>- Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.</li> </ul>	Reading Shape Up Set 2, Accu-Reading Sets 1-2, Developing Critical Thinking Skills Sets 2-3, Reading Critically Non-fiction Sets 2-3, Literature Based Reading Series 1-2, Reading Strategies for Career Success Set 1
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