

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with South Dakota Communication/Language Arts Standards

Fourth Grade Reading Standards	Reading Success Program (Level A)
<p>2. use text organization and prior knowledge to make predictions and comprehend information in various content areas. (example: headings, graphics)</p> <p>16. use text and graphic features to categorize information and gain meaning from informational materials. (example: topic sentences, key words, diagrams, illustrations, charts, maps)</p>	<p>Standard 4: Literal Comprehension</p> <p>4.1 When presented with a reading passage, the student is able to answer literal questions about the passage; Lessons 16, 19</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 Reviewed in Lessons 23, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 47, 49, 51, 53, 56, 57, 63, 67, 72, 76, 77, 78, 79</p> <p>Standard 8: Word Meanings</p> <p>8.1 When presented with an underlined word in a sentence, the student is able to select an alternate sentence that uses the underlined word in the same way as the first sentence; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</p> <p>8.2 When presented with an underlined word in a sentence, the student is able to select the correct definition of the word from a list; Lessons 41, 42, 43, 44, 46 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Fourth Grade Reading Standards	Reading Success Program (Level A)
<p>3. select appropriate strategies and rate of reading for different purposes. (example: fiction for enjoyment, nonfiction for information)</p> <p>4. make inferences using information derived indirectly from text. (example: cause and effect)</p> <p>5. use appropriate context and semantic clues to construct meaning from text. (example: pronoun referents, noun-verb agreement)</p> <p>6. identify the main incidents of the plot, their causes and how they influence future action.</p> <p>7. determine the causes of literary action in various texts. (example: character traits and motivation; uniqueness of the situation and setting)</p> <p>8. identify and define the presence of figurative language and rhyme scheme in literary works. (example: simile, metaphor, exaggeration)</p> <p>10. describe the structural differences of various imaginative forms of literature. (example: fantasies, fables, myths, legends, and fairy tales)</p> <p>9. describe the author's use of various techniques to influence readers' opinions, feelings, and actions. (example: appeal of characters in a picture book, logic and believability of claims, use of figurative language)</p> <p>19. make inferences about the validity of text after reading several passages or articles on the same topic.</p> <p>20. describe how the choice of language and information contributes to the usefulness of materials for specific purposes.</p>	<p>Standard 1: Inference</p> <p>1.1 When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</p> <p>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</p> <p>1.3 When presented with a reading passage, the student is able to write a short explanation of the setting—where the action takes place—using evidence from the passage; Lesson 8</p> <p>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.5 When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27</p> <p>Reviewed in Lessons 6, 7, 8, 9, 12, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 3: Fact and Opinion</p> <p>3.1 When presented with a statement, the student is able to determine if the statement is a fact or an opinion and write a sentence explaining their answer; Lessons 13, 14, 21, 22; reviewed in Lessons 24, 26, 41, 42, 43, 48, 51, 64, 69, 73, 74</p> <p>Standard 5: Author's Purpose</p> <p>5.2 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade; Lessons 58, 59, 61, 62; reviewed in Lessons 76, 78</p>

(continued)

Fourth Grade Reading Standards	Reading Success Program (Level A)
(see previous)	<p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.1 The student is able to define anaphora as "a pronoun or other words used to refer to some other word or name"; Lessons 1, 2, 3, 4, 12, 23, 28, 29, 33, 36, 44, 52, 67, 74</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.3 The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p> <p>9.4 The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; 21, 22, 23, 24, 38, 57, 63, 68</p> <p>9.6 The student is able to define paraphrase as "to say the same thing in other words"; 26, 27, 28, 29, 32, 34, 37, 38, 71</p>

Fourth Grade Reading Standards	Reading Success Program (Level A)
(see previous)	<p>9.7 The student is able to define summary as "the highlights, chief points, or main idea of a passage"; 31, 32, 33, 34, 39, 44, 69</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.9 The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; 41, 42, 43, 44, 47, 58, 59, 68</p> <p>9.10 The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; 46, 47, 48, 49, 57, 66</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p> <p>Standard 10: Figurative Language</p> <p>10.1 Presented with short verse, the student is able to identify and explain uses of figurative language; Lessons 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

Reading Success Level B Alignment with South Dakota Grade Standards, Supporting Skills, and Examples for Grade 5

South Dakota Grade Standards, Supporting Skills, and Examples	Reading Success
<p>5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.</p> <ul style="list-style-type: none"> • Use prior knowledge and experiences to predict and infer in unfamiliar text • Determine the importance of key ideas and supporting details, and record them using various graphic organizers • Explain figurative use of words in context (for example: similes, metaphors, personification, idioms, oxymoron) 	<p>Standard 2: Inference</p> <p>2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters using evidence from the passage.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p> <p>Standard 3: Main Idea</p> <p>3.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>3.10 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statement that tells the main theme of the passage.</p> <p>3.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements</p>

	<p>that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 4: Fact and Opinion</p> <p>4.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>Standard 6: Author's Purpose</p> <p>6.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>Standard 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p>7.2 Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p>7.3 Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p>7.4 Presented with short verse, students are able to identify and explain the use of idiom.</p>
<p>5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text.</p> <ul style="list-style-type: none"> • Make predictions about story plots, themes, settings, and characters by studying the table of contents, chapter headings, title page, and illustrations. 	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters</p>

	<p>using evidence from the passage.</p> <p>2.3 When presented with a reading passage, students are able to infer the setting of the passage, and to write a short explanation of the setting.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p> <p>Standard 5: Literal Comprehension</p> <p>5.1 When presented with a reading passage, students are able to use prior knowledge and evidence from the passage to answer questions about the passage.</p>
<p>5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.</p> <ul style="list-style-type: none"> Describe how character traits, plots, themes, mood, and point of view affect a story Describe how literary devices affect sensory perceptions of a selection (for example: alliteration, metaphor, simile, personification, imagery, symbolism, onomatopoeia) 	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters using evidence from the passage.</p> <p>2.3 When presented with a reading passage, students are able to infer the setting of the passage, and to write a short explanation of the setting.</p> <p>2.6 When presented with a reading passage, students are able to</p>

	<p>infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.3 Students learn the meaning, spelling, and origin of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</p> <p>11.5 Students learn the meaning, spelling, and origin of the word metaphor. Students are also able to recognize and describe metaphor in poems and passages.</p> <p>11.6 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p> <p>11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages.</p> <p>11.10 Students learn the meaning, spelling, and origin of the word personification. Students are also able to recognize and describe personification in poems and passages.</p> <p>11.11 Students learn the meaning, spelling, and origin of the word onomatopoeia. Students are also able to recognize and describe onomatopoeia in poems and passages.</p>
--	--

	<p>11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p> <p>11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.</p>
--	---

Reading Success Level C Alignment with South Dakota Grade Standards, Supporting Skills, and Examples for Grade 6

South Dakota Grade Standards, Supporting Skills, and Examples	Reading Success
<p>6.R.1.1 Students are able to use context to understand words with multiple meanings.</p> <p>6.R.1.2 Students are able to use direct and implied meaning to understand text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • Use prior knowledge and connections to understand new information; • Identify main idea and supporting details; 	<p>Standard 2: Literal Questions</p> <p>2.2 When presented with a reading selection, students are able to use prior knowledge and evidence from the selection to answer questions about the passage, poster, sign, graph, or chart.</p> <p>Standard 5: Main Idea</p> <p>5.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>5.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 9: Vocabulary (Word Meaning)</p> <p>9.1 Given a model sentence using an unfamiliar word, students are able to use context clues to choose the meaning of the word from a list of possible answers.</p> <p>9.2 When presented with an underlined word in a sentence, students are able to select an alternate sentence that uses the underlined word in the same way as the first sentence.</p>

6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning. *To meet this standard students may...*

- Use structural elements of fiction, informational text, drama, and poetry to extend meaning (for example: chronology – beginning, middle, end, flashback; plot structure – exposition, rising action, climax, falling action, resolution; poetry structure – stanzas, rhyme, rhythm, line length; other structures – cause/effect, problem/solution, comparison/contrast, description);
- Describe how meaning is conveyed in poetry through word choice, repetition, and sensory words.

Standard 2: Literal Questions

2.3 When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.

2.4 Students are able to place a list of events from a reading passage in chronological order.

Standard 11: Poetry

11.1 Students are able to recognize the stanzas of the poem.

11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.

11.3 Students are able to recognize the rhyming pattern of a poem.

11.4 Presented with poetry, students are able to identify and explain the use of figurative language.

11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.

11.7 Presented with a poem, students are able to identify and explain the use of idiom.

11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.

11.9 Presented with a poem, students are able to identify and

	explain the use of metaphor.
<p>6.R.2.2 Students are able to describe types of figurative language. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • Explain how figurative language clarifies meaning of text (for example: simile, personification, and metaphor) 	<p>Standard 11: Poetry</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>11.7 Presented with a poem, students are able to identify and explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>6.R.4.3 Students are able to determine the quality of material in informational texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • Distinguish fact from opinion 	<p>Standard 6: Fact and Opinion</p> <p>6.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p>