

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Wisconsin Model Academic Standards, Grade 4

Wisconsin Academic Standard	Reading Success Program (Level A)
<p>By the end of grade four, students will:</p> <p>A.4.1 Use effective reading strategies to achieve their purpose in reading.</p> <ul style="list-style-type: none"> Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases, and structures. Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty. 	<p>Standard 8: Vocabulary (Word Meanings)</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 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 1: Inference</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;</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 11, 12, 14, 17, 22, 24, 26, 27; reviewed in Lessons 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>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning. 	<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.</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; Lessons 6, 8; reviewed in Lessons 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>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources. 	<p>Standard 2: Main Idea</p> <p>2.10: When presented with a reading passage, the student is able to do the following: decide who or what is talked about the most; classify a list of details from the passage; and write a main idea statement for the passage;</p> <p>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage;</p>

	Lessons 9, 11, 12; reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79
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Reading Success Level B Alignment with Wisconsin Model Academic Standards for the End of Grade 8

Wisconsin Model Academic Standards	Reading Success
<p>A.8.1 Use effective reading strategies to achieve their purpose in reading:</p> <ul style="list-style-type: none"> • Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text • Select, summarize, paraphrase, analyze, evaluate, orally and in writing, passages of texts chosen for specific purposes 	<p>Standard 8: Paraphrase</p> <p>8.1 Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</p> <p>Standard 10: Vocabulary (Word Meaning)</p> <p>10.1 Given a model sentence with a word or phrase missing, students are able to use context clues in order to list words or phrases that would make sense in the sentence.</p> <p>10.2 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>10.3 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>
<p>A.8.2 Read, interpret, and critically analyze literature</p> <ul style="list-style-type: none"> • Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view • Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature 	<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>2.3 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>2.4 When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p>2.5 When presented with a reading passage, students are able to answer questions about what is left out of 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 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 11: Vocabulary (Bonus Words)</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</p>
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	<p>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>
<p>A.8.4 Read to acquire information</p> <ul style="list-style-type: none"> Identify and explain information, main ideas, and organization found in a variety of informational passages Distinguish between the facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them 	<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>3.2 When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</p> <p>3.3 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statements that tell details from the passage.</p> <p>3.5 When presented with a list of statements about a reading</p>

	<p>passage, students can differentiate between statements that tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.</p> <p>3.7 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement 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 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 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>
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Reading Success Level C Alignment with Wisconsin Model Academic Standards for the End of Grade 8

Wisconsin Model Academic Standards	Reading Success
<p>A.8.1 Use effective reading strategies to achieve their purpose in reading:</p> <ul style="list-style-type: none"> • Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text • Select, summarize, paraphrase, analyze, evaluate, orally and in writing, passages of texts chosen for specific purposes 	<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> <p>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.</p> <p>Standard 12: Paraphrase Passage</p> <p>12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.</p> <p>12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.</p> <p>12.3 When presented with a reading passage, students are able to provide a paragraph structure for the passage and to use the structure to paraphrase the paragraph.</p>
<p>A.8.2 Read, interpret, and critically analyze literature</p>	<p>Standard 3: Inference</p>

- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature

3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.

3.2 When presented with a reading passage, students are able to infer the setting of a passage, and to write a short explanation of the information they used to make the prediction.

3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.

3.4 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.

3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.

Standard 8: Author's Purpose

8.1 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.

Standard 11: Poetry

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

	<p>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>A.8.4 Read to acquire information</p> <ul style="list-style-type: none"> • Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals • Identify and explain information, main ideas, and organization found in a variety of informational passages • Distinguish between the facts found in documents, narratives, charts, maps, tables, and other sources and the generalizations and interpretations that are drawn from them 	<p>Standard 2: Literal Questions 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 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 6: Fact and Opinion 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>