

Reading Success, Effective Comprehension Strategies (Level A)  
Alignment with Mississippi Content Standards for English Language  
Arts, Grade 4

Mississippi Content Standard	Reading Success Program (Level A)
<p><b>9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)</b></p> <p>a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.</p> <p>b. Begin to adjust reading strategies for different purposes.</p> <p>c. Read materials for information, communication, pleasure, and to perform a task, using a variety of strategies.</p> <p>e. Use word recognition strategies (phonics, contextual clues, reference guides, etc.) and resources to gain meaning from print.</p>	<p><b>Standard 1: Inference</b></p> <p><b>1.4</b> 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><b>1.6</b> 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 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><b>Standard 3: Fact and Opinion</b></p> <p><b>3.1</b> 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><b>Standard 8: Vocabulary (Word Meanings)</b></p> <p><b>8.1</b> 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><b>8.2</b> 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</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Mississippi Content Standard	Reading Success Program (Level A)
<p><b>10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)</b></p> <ul style="list-style-type: none"> <li>a. Paraphrase the main idea and important details from multimedia resources.</li> <li>c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, conclusion.</li> <li>d. Distinguish the author's purpose as informative, persuasive, or entertaining.</li> <li>f. Recognize the main idea of paragraphs or other written passages.</li> <li>g. Recognize sequence of events.</li> <li>h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.</li> <li>i. Write a reaction to, interpretation of, or summary of what has been read.</li> </ul>	<p><b>Standard 1: Inference</b></p> <p><b>1.2</b> 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><b>1.3</b> 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>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><b>Standard 2: Main Idea</b></p> <p><b>2.12</b> When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</p> <p><b>2.13</b> When presented with a reading passage, the student is able to discriminate between statements of the passage's main idea and statements that tell details from the passage; Lessons 21, 39</p> <p><b>2.21</b> When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 67</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p> <p><b>Standard 5: Author's Purpose</b></p> <p><b>5.2</b> 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</p> <p>Reviewed in Lessons 38, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56</p> <p><b>Standard 6: Paraphrase</b></p> <p><b>6.4</b> When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44</p> <p>Reviewed in Lessons 41, 52, 54, 58, 62, 64, 68</p>

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<p><b>10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)</b></p> <ul style="list-style-type: none"><li>a. Paraphrase the main idea and important details from multimedia resources.</li><li>c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, conclusion.</li><li>d. Distinguish the author's purpose as informative, persuasive, or entertaining.</li><li>f. Recognize the main idea of paragraphs or other written passages.</li><li>g. Recognize sequence of events.</li><li>h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.</li><li>j. Write a reaction to, interpretation of, or summary of what has been read.</li></ul>	<p><b>Standard 7: Rewriting Passages</b></p> <p><b>7.2</b> When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74; reviewed in Lessons 61, 63, 66, 68, 71, 72</p> <p><b>Standard 10: Figurative Language</b></p> <p><b>10.1</b> 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; reviewed in Lesson 79</p>

## Reading Success Level B Alignment with Mississippi Language Arts Framework for Grade 5

Mississippi Language Arts Framework	Reading Success
<p>4. <u>Read, listen to, and view multimedia sources to select and use information.</u></p> <p>c. Distinguish fact from opinion</p>	<p><b>Standard 4: Fact and Opinion</b></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>8. <u>Read and use fine print and non-print media to experience the rhythm, energy, and pictorial qualities of language.</u></p> <p>c. Recognize rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.</p>	<p><b>Standard 7: Poetry</b></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>7.5 Presented with short verse, students are able to identify the rhyming pattern of the verse.</p> <p>7.6 Presented with a poem, students are able to identify the stanzas of the poem.</p> <p>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p>
<p>10. <u>Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.</u></p>	<p><b>Standard 2: Inference</b></p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p>

- a. Paraphrase the main idea and important details from multimedia sources
- c. Describe story elements such as setting, characters, mood, motivation, problems/conflicts, events/plot, solution, and conclusion
- d. Distinguish the author's purpose as informative, persuasive, or entertaining
- f. Use supporting details to identify main idea of a paragraph or other written message
- h. Identify and determine the meaning of figurative language in written passages, including poems (idioms, similes, metaphors)

**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.

**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.

**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.

**Standard 3: Main Idea**

**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.

**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.

**3.4** When presented with a reading passage, students are able to distinguish between a statement that is the main idea of a passage, and statements that are too general to be a good main idea statement.

**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.

**Standard 6: Author's Purpose**

**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.

**6.3** When presented with a passage, students are able to differentiate between a statement of author's general purpose, and a statement of an author's specific purpose.

**6.5** When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

**Standard 7: Poetry**

**7.1** Presented with short verse, students are able to identify and explain the use of figurative language.

**7.2** Presented with short verse, students are able to identify and explain the use of metaphor.

**Standard 11: Vocabulary (Bonus Words)**

**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.

**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.

	<b>11.14</b> Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.
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## Reading Success Level C Alignment with Mississippi Language Arts Framework for Grade 6

Mississippi Language Arts Framework	Reading Success
<p>4. <u>Read, listen to, and view multimedia sources to select and use information.</u></p> <ul style="list-style-type: none"> <li>c. Distinguish fact from opinion</li> <li>d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.</li> </ul>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> 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><b>Standard 6: Fact and Opinion</b></p> <p><b>6.1</b> 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><b>6.2</b> Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p>
<p>8. <u>Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language.</u></p> <ul style="list-style-type: none"> <li>c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.</li> </ul>	<p><b>Standard 11: Poetry</b></p> <p><b>11.2</b> Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p><b>11.3</b> Students are able to recognize the rhyming pattern of a poem.</p> <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p><b>11.6</b> Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p><b>11.7</b> Presented with a poem, students are able to identify and</p>



	<p>explain the use of idiom.</p> <p><b>11.8</b> Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p><b>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>9. Read independently with fluency and for meaning using a wide variety of strategies.</p> <p>d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc) to gain meaning from print.</p>	<p><b>Standard 9: Vocabulary (Word Meaning)</b></p> <p><b>9.1</b> 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><b>9.2</b> 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>10. <u>Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.</u></p> <p>a. Paraphrase main idea and important details from multimedia sources</p> <p>c. Describe story elements such as setting, characters, mood, motivation, problems, events/plot, solution, denouement, and conclusion</p> <p>d. Distinguish the author's purpose as informative, persuasive, or entertaining</p> <p>f. Use supporting details to identify main idea details of a paragraph or written message</p> <p>h. Identify and determine the meaning of figurative language (idioms, similes, metaphors) in written passages, including poems</p>	<p><b>Standard 3: Inference</b></p> <p><b>3.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p><b>3.2</b> 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.</p> <p><b>3.3</b> When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p><b>3.4</b> 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>

- j. Write a reaction to, interpretation of, or summary of what has been read.

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

**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.

**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.

**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.

**8.2** When presented with a passage, students are able to select a statement of the author's specific purpose from a list.

**8.3** When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

**Standard 10: Summarize Passage**

**10.1** Using a summary statement list, students are able to write a summary of a reading passage in their own words.

	<p><b>10.2</b> 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><b>Standard 11: Poetry</b></p> <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p>
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