

Reading Success, Effective Comprehension Strategies (Level A) Alignment with New Jersey Curriculum Standards for English Language Arts

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis.

New Jersey Standard	Reading Success Program (Level A)
<p>By the end of grade 4, students:</p> <p>3. Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing.</p>	<p>Standard 5: Author's Purpose</p> <p>5.1 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 or to entertain; Lessons 21, 22, 23, 27</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</p> <p>5.3 When presented with a reading passage, the student is able to select a statement of the author's specific purpose from a list; Lessons 29, 32, 33, 36, 37, 43, 44, 53, 54, 57, 63, 64, 66, 67, 68, 69</p> <p>5.4 When presented with a reading passage, the student is able to write a statement of the author's specific purpose (e.g., to inform, entertain, or persuade); Lessons 38, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56</p> <p>Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p>
<p>6. Read literally, inferentially, and critically.</p> <p>8. Read with comprehension.</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</p> <p>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>

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis. (continued)

New Jersey Standard	Reading Success Program (Level A)
<p>6. Read literally, inferentially, and critically.</p> <p>8. Read with comprehension.</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>11. Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion.</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</p> <p>Reviewed in Lessons 24, 26, 41, 42, 43, 48, 51, 64, 69, 73, 74</p>

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis. (continued)

New Jersey Standard	Reading Success Program (Level A)
<p>12. Demonstrate comprehension through retelling or summarizing ideas and following written directions.</p>	<p>Standard 6: Paraphrase</p> <p>6.1 When presented with a sentence, the student is able to write a paraphrase of the sentence by first changing the word order, and then by replacing phrases with other phrases that have similar meaning; Lessons 27, 28, 31</p> <p>6.2 When presented with a sentence, the student is able to select a paraphrase of the sentence from a list; Lesson 29</p> <p>6.3 When presented with a sentence, the student is able to write a paraphrase of the sentence when part of the paraphrase is provided as a prompt; Lessons 32, 33, 36, 37</p> <p>6.4 When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44 Reviewed in Lessons 34, 41, 52, 54, 58, 62, 64, 68</p> <p>Standard 7: Rewriting Passages</p> <p>7.1 When presented with a reading passage, the student is able to rewrite the passage in his or her own words when a summary list of details from the passage is provided as a prompt; Lessons 46, 47, 48, 49, 51, 53, 57, 59</p> <p>7.2 When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74</p> <p>7.3 When presented with a reading passage, the student is able to make a summary list of details from the passage and then rewrite the passage in his or her own words; Lessons 61, 63, 66, 68, 71, 72</p>

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis. (continued)

New Jersey Standard	Reading Success Program (Level A)
<p>13. Identify elements of a story, such as characters, setting, and sequence of events.</p> <p>14. Identify literary forms, such as fiction, poetry, drama, and nonfiction.</p>	<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>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how thing 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>
<p>15. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.</p>	<p>Standard 8: Vocabulary (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</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis. (continued)

New Jersey Standard	Reading Success Program (Level A)
<p>15. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.</p>	<p>Standard 8: Vocabulary (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> <p>Standard 9: Vocabulary ("Bonus Words")</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"; Lessons 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"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p> <p>9.7 The student is able to define summary as "the highlights, chief points, or main idea of a passage"; Lessons 31, 32, 33, 34, 39, 44, 69</p>

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis. (continued)

New Jersey Standard	Reading Success Program (Level A)
15. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.	<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"; Lessons 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"; Lessons 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)"; Lessons 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>

Standard 3.5: All students will view, understand, and use non-textual visual information.

New Jersey Standard	Reading Success Program (Level A)
By the end of grade 4, students: 2.1 Respond to and evaluate the use of illustrations to support text. 2.2 Recognize and use pictorial information that supplements text.	Standard 4: Literal Comprehension 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

Reading Success Level B Alignment with New Jersey Language Arts Literacy Standards for End of Grade 8

New Jersey Language Arts Literacy Standards	Reading Success
<p>Standard 3.4 All students will read a variety of materials and texts with comprehension and critical analysis.</p> <ul style="list-style-type: none"> 20. Analyze main ideas and supportive details. 22. Analyze text for the purpose, ideas, and style of the author. 23. Understand the role of characters, setting, and events in a given literary work. 24. Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation. 	<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>2.6 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>3.3 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>3.12 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>

Standard 5: Literal Comprehension

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.

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.

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.

7.3 Presented with short verse, students are able to identify and explain the use of alliteration.

7.4 Presented with short verse, students are able to identify and explain the use of idiom.

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

Standard 11: Vocabulary (Bonus Words)

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>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>
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Reading Success Level C Alignment with New Jersey Language Arts Literacy Standards for End of Grade 8

New Jersey Language Arts Literacy Standards	Reading Success
<p>Standard 3.4 All students will read a variety of materials and texts with comprehension and critical analysis.</p> <ul style="list-style-type: none"> 20. Analyze main ideas and supportive details. 22. Analyze text for the purpose, ideas, and style of the author. 23. Understand the role of characters, setting, and events in a given literary work. 24. Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation. 	<p>Standard 3: Inference</p> <p>3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.</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>5.2 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statement that tell details from the passage.</p>

	<p>5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p>5.9 Given the main idea statement of a reading passage, students are able to write a detail from the passage that supports the main idea.</p> <p>5.10 Given several details and a statement that is too general to be a main idea statement, students are able to write a main idea statement for a reading passage.</p> <p>5.11 When presented with a reading passage, students are able to identify a main idea statement for an individual paragraph within a 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 8: Author's Purpose</p> <p>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.</p> <p>8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize</p>
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the author's purpose for different parts of the passage.

Standard 11: Poetry

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

11.4 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.

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