

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

Standard 1: The student uses the reading process effectively

Florida Content Standard (Grades 3-5)	Reading Success Program (Level A)
<p>(LA.A.1.2)</p> <p>2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.</p> <p>4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.</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: 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>

Standard 2: The student constructs meaning from a wide range of texts

Florida Content Standard (Grades 3-5)	Reading Success Program (Level A)
<p>(LA.A.2.2)</p> <ol style="list-style-type: none"> reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. identifies the author's purpose in a simple text. recognizes when a text is primarily intended to persuade. recognizes the difference between fact and opinion presented in a text. 	<p>Standard 2: Main Idea</p> <p>2.13 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; 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>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</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 39, 41, 42, 48, 49, 76, 78</p>

Reading Success Level B Alignment with Florida Language Arts Standards for Grades 3-5

Florida Language Arts Standards	Reading Success
<p>Reading</p> <p>Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)</p> <ol style="list-style-type: none"> 1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. 2. identifies the author's purpose in a simple text. 6. recognizes the difference between fact and opinion presented in a text. 	<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>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>Literature</p> <p>Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.2)</p> <ol style="list-style-type: none"> 2. understands the development of plot and how conflicts are resolved in a story 3. knows the similarities and differences among the characters, settings, and events presented in various texts 5. identifies and uses literary terminology appropriate to the 	<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</p>

<p>grade level, including symbol, theme, simile, alliteration, and assonance.</p>	<p>recognize the setting of the passage and provide supporting details from the passage.</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>Standard 11: Vocabulary (Bonus Words)</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>11.15 Students learn the meaning, spelling, and origin of the word symbol. Students are also able to recognize and describe symbols in poems and passages.</p>
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Reading Success Level C Alignment with Florida Language Arts Standards for Grades 6-8

Florida Language Arts Standards	Reading Success
<p>Reading Standard 1: The student uses the reading process effectively. (LA.A.1.3)</p> <ol style="list-style-type: none"> 2. Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns 	<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>Reading Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)</p> <ol style="list-style-type: none"> 1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. 2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. 8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. 	<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>5.12 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</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> <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 the author's purpose for different parts of the passage.</p>
<p>Literature</p> <p>Standard 1:</p> <p>The student understands the common features of a variety of literary forms. (LA.E.1.3)</p> <ol style="list-style-type: none"> recognizes complex elements of plot, including setting, character development, conflicts, and resolutions understands various elements of author's craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm. 	<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 11: Poetry</p> <p>11.3 Students are able to recognize the rhyming pattern of a poem.</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>11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
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