

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

Maine Content Standard	Reading Success Program (Level A)
<p>A: PROCESS OF READING Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p> <p>ELEMENTARY GRADES 3-4</p> <p>2. Recognize when a text is primarily intended to persuade.</p> <p>5. Read a variety of narrative and informational texts independently and fluently.</p>	<p>Standard 4: Literal Comprehension 4.1 When presented with a reading passage, the student is able to answer literal questions about the passage; 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 5: Author's Purpose 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>
<p>B. LITERATURE AND CULTURE Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p> <p>ELEMENTARY GRADES 3-4</p> <p>9. Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.</p>	<p>Standard 1: Inference 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; reviewed in Lessons 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 2: Main Idea 2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18; 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 7: Rewriting Passages 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; reviewed in Lessons 61, 63, 66, 68, 71, 72</p>

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<p>D. INFORMATIONAL TEXTS Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p> <p>ELEMENTARY GRADES 3-4</p> <ol style="list-style-type: none"> 1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas. 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail). 5. Recognize when a text is primarily intended to instruct or to persuade. 6. Understand common technical terms used in instructional and informational texts. 	<p>Standard 1: Inference 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; reviewed in Lessons 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 2: Main Idea 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; Lessons 9, 11, 12 2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31 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 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</p> <p>Standard 5: Author's Purpose 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>

Reading Success Level B Alignment with Maine English Language Arts Standards for Middle Grades 5-8

Maine English Language Arts Standards	Reading Success
Process of Reading 6. Identify accurately both the author's purpose and the author's point of view.	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. 6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list. 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. 6.4 Students are able to recognize that a statement of an author's specific main idea is about the same as a statement of the main idea of a passage. 6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.
Literature and Culture 3. Identify the main and subordinate characters in literary works. 7. Recognize complex elements of plot (e.g. setting, major events, problems, conflicts, resolutions).	Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage. 2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters

	<p>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>3.10 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 that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 11: Vocabulary (Bonus Words)</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>Informational Texts</p> <p>3. Identify both the author's purpose and the author's point of view when reading expository information.</p> <p>5. Produce and support generalizations acquired from informational text.</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>

6. Describe new knowledge presented in informational text and how it can be used.

Standard 4: Fact and Opinion

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.

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.

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

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.

6.4 Students are able to recognize that a statement of an author's specific main idea is about the same as a statement of the main idea of a passage.

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

Reading Success Level C Alignment with Maine English Language Arts Standards for Middle Grades 5-8

Maine English Language Arts Standards	Reading Success
Process of Reading <ul style="list-style-type: none"> 6. Identify accurately both the author's purpose and the author's point of view. 7. Summarize whole texts by selecting and summarizing important and representative passages 	Standard 8: Author's Purpose <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words. 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.
Literature and Culture <ul style="list-style-type: none"> 3. Identify the main and subordinate characters in literary works. 7. Recognize complex elements of plot (e.g. setting, major events, problems, conflicts, resolutions). 	Standard 3: Inference <ul style="list-style-type: none"> 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

	<p>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>Informational Texts</p> <ol style="list-style-type: none"> 3. Identify both the author's purpose and the author's point of view when reading expository information. 5. Produce and support generalizations acquired from informational text. 6. Describe new knowledge presented in informational text and how it can be used. 	<p>Standard 2: Literal Questions</p> <p>2.1 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 3: Inference</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>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>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>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>
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