

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

**Standard 2.0: Reading Comprehension**

| California Content Standard   | Reading Success Program (Level A)   |
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| <p><b>Structural Features of Informational Materials</b></p> <p><b>2.1</b> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</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; reviewed in Lessons 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>2.16:</b> When presented with a reading passage, the student is able to discriminate between statements of the passage's title and statements that tell details from the passage; Lessons 54, 56, 61; reviewed in Lessons 66, 68, 71, 72, 73, 74, 77, 79</p> |
| <p><b>Structural Features of Informational Materials</b></p> <p><b>2.1</b> Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> | <p><b>Standard 4: Literal Comprehension</b></p> <p><b>4.1:</b> When presented with a reading passage, the student is able to answer literal questions about the passage; Lessons 16, 19; 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><b>Standard 10: Figurative Language</b></p> <p><b>10.2:</b> Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78, 79</p>  |

## Standard 2.0: Reading Comprehension (continued)

| California Content Standard  | Reading Success Program (Level A)   |
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| <b>Comprehension and Analysis of Grade-Level Appropriate Text</b><br><b>2.2</b> Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important clues, and foreshadowing clues. | <b>Standard 1: Inference</b><br><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; reviewed in Lessons 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 |
| <b>2.3</b> Evaluate new information and hypotheses by testing them against known information and ideas.  | <b>Standard 5: Author's Purpose</b><br><b>5.1:</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 or to entertain; Lessons 21, 22, 23, 27; reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78  |
| <b>2.6</b> Distinguish between cause and effect and between fact and opinion in expository text.   | <b>Standard 3: Fact and Opinion</b><br><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  |

## Reading Success Level B Alignment with California Reading Standards for Grade 5

| California Reading Standards  | Reading Success   |
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| <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b><br/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports these ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</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> <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>2.6 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><b>Standard 3: Main Idea</b></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</p> |

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|  | <p>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><b>Standard 5: Literal Comprehension</b><br/> <b>5.1</b> 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> <p><b>Standard 11: Vocabulary (Bonus Words)</b><br/> <b>11.10</b> 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><b>2.0 Reading Comprehension (Focus on Informational Materials)</b><br/> <i>Expository Critique</i></p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p>   | <p><b>Standard 4: Fact and Opinion</b><br/> <b>4.1</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>3.0 Literary Response and Analysis</b><br/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>3.5 Describe the function and effect of common literary devices</p> | <p><b>Standard 2: Inference</b><br/> <b>2.6</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> <p><b>Standard 3: Main Idea</b><br/> <b>3.10</b> 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><b>Standard 11: Vocabulary (Bonus Words)</b><br/> <b>11.5</b> Students learn the meaning, spelling, and origin of the word</p> |

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|  | <p>metaphor. Students are also able to recognize and describe metaphor in poems and passages.</p> <p><b>11.6</b> 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><b>11.7</b> 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><b>11.10</b> 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><b>11.11</b> 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><b>11.13</b> 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><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.</p> <p><b>11.15</b> 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 California Reading Standards for Grade 6

| California Reading Standards  | Reading Success   |
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| <p><b>1.0 Word Analysis, Fluency, and Systemic Vocabulary Development</b><br/> <i>Vocabulary and Concept Development</i></p> <p>1.2 Identify and interpret figurative language and words with multiple meanings.</p>  | <p><b>Standard 9: Vocabulary (Word Meaning)</b><br/> <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><b>Standard 11: Poetry</b><br/> <b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p>   |
| <p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b><br/> <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Connect and clarify main ideas by identifying their relationship to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> | <p><b>Standard 5: Main Idea</b><br/> <b>5.1</b> 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><b>5.12</b> 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><b>Standard 10: Summarize Passage</b><br/> <b>10.1</b> Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> |

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|  | <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>3.0 Literary Response and Analysis</b><br/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.</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> <p><b>3.5</b> When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p> <p><b>Standard 11: Poetry</b></p> <p><b>11.1</b> Students are able to recognize the stanzas of the poem.</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> |

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|  | <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p><b>11.5</b> When presented with a poem, students are able to have a discussion about the meaning of the poem.</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 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> |
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