

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

Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

Montana Content Standard	Reading Success Program (Level A)
Benchmarks – end of grade 4 When reading, students will: <ul style="list-style-type: none"> 4. demonstrate basic understanding of main idea and some supporting details 	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 2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18 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
<ul style="list-style-type: none"> 5. accurately retell key elements of appropriate reading material 	Standard 7: Rewriting Passages 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 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 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

Standard 2: Students apply a range of skills and strategies to read.

Montana Content Standard	Reading Success Program (Level A)
<p>Benchmarks – end of grade 4</p> <p>When reading, students will:</p> <ol style="list-style-type: none"> 1. decode unknown words combining the elements of phonics, grammatical structure, analysis of word parts, and context to understand reading material. 5. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference resources (e.g., dictionary, thesaurus, glossary) 6. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend 	<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> <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> <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>

Standard 2: Students apply a range of skills and strategies to read. (continued)

Montana Content Standard	Reading Success Program (Level A)
<p>Benchmarks – end of grade 4</p> <p>When reading, students will:</p> <ol style="list-style-type: none"> 1. decode unknown words combining the elements of phonics, grammatical structure, analysis of word parts, and context to understand reading material. 5. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference resources (e.g., dictionary, thesaurus, glossary) 6. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend 	<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 2: Students apply a range of skills and strategies to read. (continued)

Montana Content Standard	Reading Success Program (Level A)
<p>2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)</p> <p>3. identify literary devices (e.g., figurative language and exaggeration)</p>	<p>Standard 1: Inference</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>1.5 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>Reviewed in Lessons 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>Standard 2: Main Idea</p> <p>2.3 When presented with a reading passage, the student is able to identify who or what is talked about the most in the passage; Lessons 1, 2</p> <p>2.5 When presented with a reading passage, the student is able to identify every use of a character's name in the passage (e.g. name, pronouns, or other words); Lessons 3, 4</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>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>9.12 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>

Standard 2: Students apply a range of skills and strategies to read. (continued)

Montana Content Standard	Reading Success Program (Level A)
<p>2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)</p> <p>3. identify literary devices (e.g., figurative language and exaggeration)</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>4. use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals)</p>	<p>Standard 4: Literal Comprehension</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>7. ask questions and check predictions prior to, during, and after reading</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>

Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Montana Content Standard	Reading Success Program (Level A)
Benchmarks – end of grade 4 When reading, students will: 4. distinguish fact from opinion in various print and non-print material	Standard 3: Fact and Opinion 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

Reading Success Level B Alignment with Montana Standards for Reading for End of Grade 8

Montana Standards for Reading	Reading Success
<p>Reading Content Standard 1</p> <p>4. demonstrate an understanding of main ideas and select important supporting facts and details</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>3.2 When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</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>3.4 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.</p> <p>3.5 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.</p> <p>3.6 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a statement that tells what the passage is mostly about.</p>

	<p>3.7 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.</p> <p>3.8 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 would make a good title for the passage.</p> <p>3.9 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 mostly describes the passage.</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>3.11 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statements that would be the best title for 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>
Reading Content Standard 2	Standard 2: Inference

1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material
2. demonstrate understanding of and analyze literary elements (e.g. plot, character, setting, point of view, conflict)
3. identify and compare literary devices (e.g. figurative language, exaggeration, irony, humor, dialogue)

2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.

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 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.

	<p>Standard 10: Vocabulary (Word Meaning)</p> <p>10.1 Given a model sentence with a word or phrase missing, students are able to use context clues in order to list words or phrases that would make sense in the sentence.</p> <p>10.2 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>10.3 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>Standard 11: Vocabulary (Bonus Words)</p> <p>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> <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>Reading Content Standard 5</p> <ul style="list-style-type: none"> 3. recognize authors' points of view and purposes 4. recognize authors' use of language and literary devices to influence readers 	<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>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.</p>

	<p>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.</p> <p>6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of 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>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>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p>
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Reading Success Level C Alignment with Montana Standards for Reading for End of Grade 8

Montana Standards for Reading	Reading Success
<p>Reading Content Standard 1</p> <ul style="list-style-type: none"> 2. compare and contrast important print/non-print information with existing knowledge to draw conclusions and make applications. 4. demonstrate an understanding of main ideas and select important supporting facts and details 5. provide accurate, detailed summaries using key elements of appropriate reading material. 	<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 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 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short</p>

	summary of the passage.
<p>Reading Content Standard 2</p> <ol style="list-style-type: none"> 1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material 2. demonstrate understanding of and analyze literary elements (e.g. plot, character, setting, point of view, conflict) 3. identify and compare literary devices (e.g. figurative language, exaggeration, irony, humor, dialogue) 8. ask questions, check predictions, and summarize information prior to, during, and after reading. 	<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 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>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a</p>

	<p>summary of a reading passage in their own words.</p> <p>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.</p> <p>Standard 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the 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> <p>Standard 13: Vocabulary (Bonus Words)</p> <p>13.3 Students learn the meaning and spelling of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</p>
Reading Content Standard 5	Standard 8: Author's Purpose

<p>3. recognize authors' points of view and purposes</p> <p>4. recognize authors' use of language and literary devices to influence readers</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>Standard 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the 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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