

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Rhode Island Content Standards, Level 1 (Grades K-4)

Rhode Island Standard	Reading Success Program (Level A)
<p>Standard 2. Response to Text: All students will demonstrate the ability to understand and respond to a wide variety of text.</p> <p>Level 1 (Grades K-4)</p> <p>Develop and use strategies for understanding a variety of print and non-print materials.</p> <p>Respond to a variety of print and non-print materials.</p> <p>Identify the nature and purpose of varied genre.</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>1.3 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>1.6 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>Standard 2: Main Idea</p> <p>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</p> <p>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 67</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 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>

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Reading Success Level B Alignment with Rhode Island Grade Level Expectations for Reading for Grade 5

Rhode Island Grade Level Expectations for Reading	Reading Success
<p>NEGLE-R2.1.5: Uses strategies (e.g. knowledge of word structure, including prefixes/suffixes and base words; context clues; other resources such as dictionaries, glossaries, or prior knowledge) to help identify the meaning of unfamiliar vocabulary.</p>	<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>NEGLE-R4: Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> • R4.1.5 Identifying or describing character, setting, problem/solution, or plot as appropriate to text; or identifying any significant changes in character over time • R4.2.5 Paraphrasing or summarizing, with major events sequenced, as appropriate to text. 	<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>2.2 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>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 8: Paraphrase</p> <p>8.1 Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</p>
<p>NEGLE-R5: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R5.5.5 Identifying author's message or theme (stated or implied) 	<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>3.10 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</p>

	<p>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>NEGLE-R6: Analyze and interpret author’s craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> • R6.1.5 Demonstrate knowledge of use of literary elements and devices (e.g. imagery, exaggeration) to analyze literary works 	<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> <p>Standard 11: Vocabulary (Bonus Words)</p> <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</p>

	<p>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>NEGLE-R8: Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> • R8.3.5 Drawing inferences about text, including author's purpose (e.g. to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about the text that are relevant • R8.4.5 Distinguish fact from opinion 	<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>6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</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</p>

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.

Standard 3: Main Idea

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.

Reading Success Level C Alignment with Rhode Island Grade Level Expectations for Reading for Grade 6

Rhode Island Grade Level Expectations for Reading	Reading Success
<p>NEGLE-R2.1.6: Uses strategies (e.g. knowledge of word structure, including prefixes/suffixes and base words; context clues; other resources such as dictionaries, glossaries, or prior knowledge) to help identify the meaning of unfamiliar vocabulary.</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>NEGLE-R4: Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> • R4.1.6 Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot as appropriate to text; or identifying any significant changes in character or setting over time • R4.2.6 Paraphrasing or summarizing, with major events sequenced, as appropriate to text. 	<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>5.12 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 summary of the passage.</p> <p>Standard 12: Paraphrase Passage</p> <p>12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.</p> <p>12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.</p> <p>12.3 When presented with a reading passage, students are able to provide a paragraph structure for the passage and to use the structure to paraphrase the paragraph.</p>
<p>NEGLE-R5: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p>	<p>Standard 3: Inference</p> <p>3.3 When presented with a reading passage, students are able to</p>

<ul style="list-style-type: none"> • R5.1.6 Predicting logical outcomes and drawing inferences. • R.5.2.6 Describing character's traits, motivation, or interactions, citing thoughts, words, or actions that reveal character's personalities or their changes over time. • R5.5.6 Identifying author's message or theme (stated or implied) 	<p>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 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>NEGLE-R6: Analyze and interpret author's craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> • R6.1.6 Demonstrating knowledge of use of literary elements and devices (e.g. imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works 	<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</p>

	<p>explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>NEGLE-R7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> • R7.1.6 Obtaining information from text features (e.g., transition words/phrases, table of contents, index, glossary, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) • R7.3.6 Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing) 	<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 7: Text Organization</p> <p>7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>7.2 Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p>7.3 When presented with an incomplete graphic organizer that corresponds to a reading passage, students are able to use information from the passage to complete the graphic organizer.</p>
<p>NEGLE-R8: Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> • R8.3.6 Drawing inferences about text, including author's purpose (e.g. to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about the text that are relevant • R8.4.6 Distinguishing fact from opinion, identifying possible bias/propaganda. 	<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>
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