

Reading Success, Effective Comprehension Strategies (Level A)  
Alignment with Iowa Widely-Held Expectations in Reading Development,  
ages 9-11 years

Iowa Expectation	Reading Success Program (Level A)
<ul style="list-style-type: none"> <li>Begin to try reading material in various forms (graphs, maps).</li> </ul>	<p><b>Standard 4: Literal Comprehension</b></p> <p><b>4.2:</b> 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>
<ul style="list-style-type: none"> <li>Are increasingly able to deal with detail in content and form, while keeping main ideas in mind.</li> </ul>	<p><b>Standard 2: Main Idea</b></p> <p><b>2.10:</b> 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;</p> <p><b>2.13:</b> 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.</p> <p><b>2.21:</b> When presented with a reading passage, the student is able to write a good summary statement for the passage; Lessons 9, 11, 12, 21, 39; reviewed in Lessons 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79</p>
<ul style="list-style-type: none"> <li>Show increasing ability to make inferences and read critically.</li> </ul>	<p><b>Standard 1: Inference</b></p> <p><b>1.1:</b> When presented with a reading passage, the student is able to infer the feelings of characters in the passage.</p> <p><b>1.3:</b> 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;</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;</p> <p><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;</p> <p>Lessons 6, 8, 11, 12, 14, 17, 22, 24, 26, 27; reviewed in</p>

	<p>Lessons 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 3: Fact and Opinion</b></p> <p><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</p> <p><b>Standard 5: Author's Purpose</b></p> <p><b>5.2:</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, entertain, or persuade; Lessons 58, 59, 61, 62; reviewed in Lessons 76, 78</p>
<ul style="list-style-type: none"> <li>• Are able to organize information from reading.</li> </ul>	<p><b>Standard 2: Main Idea</b></p> <p><b>2.10:</b> 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;</p> <p><b>2.21:</b> When presented with a reading passage, the student is able to write a good summary statement for the passage; Lessons 9, 11, 12; reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79</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>

## Reading Success Level B Alignment with Iowa Reading Content Standards for Grade 5

Iowa Reading Content Standards	Reading Success
1. Understand stated information	<b>Standard 5: Literal Comprehension</b> <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.
2. Determine the meaning of new words from their context	<b>Standard 10: Vocabulary (Word Meaning)</b> <b>10.1</b> 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.  <b>10.2</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.  <b>10.3</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.
3. Draw conclusions, make inferences, and deduce meaning	<b>Standard 2: Inference</b> <b>2.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.  <b>2.2</b> 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.  <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><b>2.7</b> 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><b>Standard 4: Fact and Opinion</b></p> <p><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>Standard 6: Author's Purpose</b></p> <p><b>6.1</b> 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>
4. Infer traits, feelings, and motives of characters	<p><b>Standard 2: Inference</b></p> <p><b>2.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p><b>2.2</b> 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><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>
6. Interpret non-literal language	<p><b>Standard 7: Poetry</b></p> <p><b>7.1</b> Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p><b>7.2</b> Presented with short verse, students are able to identify and explain the use of metaphor.</p>

	<p><b>7.3</b> Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p><b>7.4</b> Presented with short verse, students are able to identify and explain the use of idiom.</p> <p><b>7.7</b> Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p>
7. Determine the main idea of a text	<p><b>Standard 3: Main Idea</b></p> <p><b>3.1</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>3.2</b> When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</p> <p><b>3.3</b> 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><b>3.4</b> 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><b>3.12</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>8. Identify the author's view or purpose</p>	<p><b>Standard 6: Author's Purpose</b></p> <p><b>6.1</b> 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><b>6.2</b> When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p><b>6.3</b> 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><b>6.4</b> 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><b>6.5</b> 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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### Reading Success Level C Alignment with Iowa Reading Content Standards for Grade 6

Iowa Reading Content Standards	Reading Success
1. Understand stated information	<b>Standard 2: Literal Questions</b> <b>2.1</b> 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.
2. Determine the meaning of new words from their context	<b>Standard 9: Vocabulary (Word Meaning)</b> <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.  <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.
3. Draw conclusions, make inferences, and deduce meaning	<b>Standard 3: Inference</b> <b>3.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.  <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.  <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.  <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><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 6: Fact and Opinion</b></p> <p><b>6.1</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>6.2</b> Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p>
4. Infer traits, feelings, and motives of characters	<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>3.3</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>
6. Interpret non-literal language	<p><b>Standard 11: Poetry</b></p> <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p><b>11.6</b> Presented with a poem, students are able to recognize and</p>



	<p>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>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
7. Determine the main idea of a text	<p><b>Standard 5: Main Idea</b></p> <p><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>5.2</b> 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><b>5.3</b> 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><b>5.4</b> 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><b>5.5</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 would make a good title for the passage.</p>

	<p><b>5.6</b> 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><b>5.7</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 mostly describes the passage.</p> <p><b>5.8</b> Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p><b>5.9</b> Given the main idea statement of a reading passage, students are able to write a detail from the passage that supports the main idea.</p> <p><b>5.10</b> Given several details and a statement that is too general to be a main idea statement, students are able to write a main idea statement for a reading passage.</p> <p><b>5.11</b> When presented with a reading passage, students are able to identify a main idea statement for an individual paragraph within a 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>
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<p>8. Identify the author's view or purpose</p>	<p><b>Standard 8: Author's Purpose</b></p> <p><b>8.1</b> 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><b>8.2</b> When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p><b>8.3</b> 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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