

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

Missouri Content Standard	Reading Success Program (Level A)
<p>Goal 1: Students in Missouri schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.</p> <p>Students will demonstrate within and integrate across all content areas the ability to</p> <p>5. comprehend and evaluate written, visual, and oral presentations and works.</p>	<p>Standard 1: Inference</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 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>2.14 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 good summary statement for the passage; Lessons 29, 52</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 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> <p>Standard 6: Paraphrase</p> <p>6.4 When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44; reviewed in Lessons 41, 52, 54, 58, 62, 64, 68</p>

Missouri Content Standard	Reading Success Program (Level A)
<p>Communication Arts</p> <p>2. reading and evaluating fiction, poetry, and drama</p> <p>3. reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals)</p>	<p>Standard 1: Inference</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>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>2.12 When presented with a reading passage, the student is able to write a statement of the passage’s main idea; Lessons 13, 16, 18</p> <p>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</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 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>Standard 5: Author’s Purpose</p> <p>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</p> <p>Reviewed in Lessons 76, 78</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; reviewed in Lesson 79</p>

Reading Success Level B Alignment with Missouri Communication Arts Standards for Grade 5

Missouri Communication Arts Standards	Reading Success
<p>Communication Arts</p> <ul style="list-style-type: none"> 2. reading and evaluating fiction, poetry, and drama 3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 	<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>2.3 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 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>3.5 When presented with a list of statements about a reading passage, students can differentiate between statements that</p>

tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.

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.

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.

6.3 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.
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Reading Success Level C Alignment with Missouri Communication Arts Standards for Grade 6

Missouri Communication Arts Standards	Reading Success
<p>Communication Arts</p> <ul style="list-style-type: none"> 2. reading and evaluating fiction, poetry, and drama 3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 	<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>3.1 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>3.5 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</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.

Standard 6: Fact and Opinion

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.

6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.

Standard 7: Text Organization

7.1 Students are able to use graphic organizers to better understand reading passages.

Standard 8: Author's Purpose

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.

Standard 10: Summarize Passage

10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.

Standard 11: Poetry

11.1 Students are able to recognize the stanzas of the poem.

11.2 Presented with a poem, students are able to answer questions

	<p>about the mood of the poem and the setting of the poem.</p> <p>11.3 Students are able to recognize the rhyming pattern of a poem.</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</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>
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