

# Reading Success, Effective Comprehension Strategies (Level A)

## Alignment with Washington Content Standards for English Language Arts

Washington Content Standard	Reading Success Program (Level A)
<p><b>1. The student understands and uses different skills and strategies to read.</b>            To meet this standard, the student will:</p> <p>1.1. Use word recognition and word meaning skills to read and comprehend text            BENCHMARK 1-GRADE 4            Use meaning, context, and pictures to comprehend story.            Identify and discuss reading strategies including working out unknown words, self-correcting, and re-reading when necessary to comprehend.</p> <p>1.2. Build vocabulary through reading.            BENCHMARK 1-GRADE 4            Build reading vocabulary by interpreting context clues and using dictionaries, glossaries, and other sources.</p> <p>1.4. Understand elements of literature-fiction.            BENCHMARK 1-GRADE 4            Identify literary devices (figurative language and exaggeration).            Understand story elements (plot, characters, setting, point of view, problem, solution).</p>	<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;            Lessons 6, 8, 11, 12, 14, 17, 22; reviewed in 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 8: Vocabulary (Word Meanings)</b></p> <p><b>8.1:</b> 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;</p> <p><b>8.2:</b> 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 33, 34, 36, 37, 38, 41, 42, 43, 44, 46, 47; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71</p> <p><b>Standard 10: Figurative Language</b></p> <p><b>10.1:</b> 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>
<p><b>2. The student understands the meaning of what is read.</b>            To meet this standard, the student will:</p> <p>2.1. Comprehend important ideas and details.            BENCHMARK 1-GRADE 4            Demonstrate basic comprehension of the content of literary, informational, and task-</p>	<p><b>Standard 1: Inference</b></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; Lessons 24, 26, 27; reviewed in Lessons 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54,</p>

<p>oriented texts such as plays, newspaper articles, and instruction.          Demonstrate comprehension of the main idea and supporting details; summarize ideas in own words.          Make inferences and predictions based on the reading text.</p> <p>2.2.Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.          BENCHMARK 1–GRADE 4          Use logical sequence to accurately retell stories; order and/or sequence parts of text.</p> <p>2.3.Think critically and analyze authors' use of language, style, purpose, and perspective.          BENCHMARK 1–GRADE 4          Separate fact from opinion.          Recognize different purposes and styles for writing.</p>	<p>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>2.10:</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 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>
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## Reading Success Level B Alignment with Washington Reading Standards for Grade 5

Washington Reading Standards	Reading Success
<p><b>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meaning and concepts.</li> </ul>	<p><b>Standard 10: Vocabulary (Word Meaning)</b></p> <p><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.</p> <p><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.</p> <p><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.</p>
<p><b>2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in grade level informational/expository text and/or literary/narrative text.</b></p> <ul style="list-style-type: none"> <li>• State the main idea of a passage and provide several text-based details supporting it</li> <li>• Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choices</li> <li>• Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</li> </ul>	<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>3.5</b> 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</p>

	<p>to be the main idea, and the main idea of the passage.</p> <p><b>3.7</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.</p> <p><b>3.8</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>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>3.11</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 statements that would be the best title for the passage.</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><b>Standard 11: Vocabulary (Bonus Words)</b></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</p>
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	passages.
<p><b>2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level text.</b></p> <ul style="list-style-type: none"> <li>• Make, confirm, and revise prediction based on prior knowledge and evidence from the text</li> <li>• Cite passages from text to confirm or defend predictions and inferences</li> <li>• Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story)</li> </ul>	<p><b>Standard 2: Inference</b></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>2.3</b> 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><b>2.4</b> When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p><b>2.5</b> When presented with a reading passage, students are able to answer questions about what is left out of 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> <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 5: Literal Comprehension</b></p> <p><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>2.17 Apply comprehension monitoring strategies during and after reading: summarize grade-level</b></p>	<p><b>Standard 3: Main Idea</b></p> <p><b>3.1</b> When presented with a reading passage, students are able to</p>

<p><b>informational/expository text and literary/narrative text.</b></p> <ul style="list-style-type: none"> <li>• Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text</li> <li>• Summarize the plot/message in culturally relevant literary/narrative texts</li> <li>• Select, from multiple choices, a sentence that best summarizes the story or selection</li> </ul>	<p>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>3.7</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.</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><b>Standard 11: Vocabulary (Bonus Words)</b></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>2.2.3 Understand and analyze story elements.</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits</li> <li>• Identify the major actions that define the plot and how</li> </ul>	<p><b>Standard 2: Inference</b></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>

actions lead to conflict or resolution

- Explain the influence of setting on character and plot
- Identify the stated theme/message in text and support it with evidence from the text

**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 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.

**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.

**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 11: Vocabulary (Bonus Words)**

**11.14** Students learn the meaning, spelling, and origin of the word

	<p>plot. Students are also able to recognize and describe plot in passages.</p>
<p><b>2.4.2 Analyze an author's style of writing, including language choice, achieves the author's purpose and influences an audience.</b></p> <ul style="list-style-type: none"> <li>Identify and explain the author's purpose (e.g. entertain, inform, explain, persuade)</li> <li>Identify and explain how author's use of word choice, sentence structure and length, and/or literary devices influences an audience</li> </ul>	<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> <p><b>Standard 11: Vocabulary (Bonus Words)</b></p> <p><b>11.5</b> 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><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</p>



	<p>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>2.4.3 Analyze text for fact and opinion</b></p> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion and provide supporting evidence from the text</li> <li>• Select, from multiple choices, a statement that is a fact or an opinion</li> </ul>	<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>

## Reading Success Level C Alignment with Washington Reading Standards for Grade 6

Washington Reading Standards	Reading Success
<p><b>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meaning and concepts.</li> </ul>	<p><b>Standard 9: Vocabulary (Word Meaning)</b></p> <p><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>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of text.</b></p> <ul style="list-style-type: none"> <li>• Identify words that have different meanings in different content areas and determine the correct meaning from the context.</li> <li>• Select, from multiple choices, the meaning of words or phrases identified in the text.</li> </ul>	<p><b>Standard 9: Vocabulary (Word Meaning)</b></p> <p><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>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade level informational/expository text and/or literary/narrative text.</b></p> <ul style="list-style-type: none"> <li>• State both literal and/or inferred main ideas and provide supporting text-based details</li> <li>• Choose, from multiple choices, a title that best fits the selection and provide details from the text to support the choices</li> <li>• Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</li> </ul>	<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>5.5</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</p>

<ul style="list-style-type: none"> <li>Organize theme, main idea and supporting details into a self-created graphic organizer to enhance the comprehension of text.</li> </ul>	<p>passage, students can differentiate between statements that tell details from the passage and a summary statement of 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 7: Text Organization</b></p> <p><b>7.1</b> Students are able to use graphic organizers to better understand reading passages.</p> <p><b>7.2</b> Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p><b>7.3</b> 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><b>2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer.</b></p> <ul style="list-style-type: none"> <li>Make, confirm, and revise prediction based on prior knowledge and evidence from the text</li> <li>Cite passages from text to confirm or defend predictions and inferences</li> <li>Select, from multiple choices, a prediction, or inference that could be made from the text (e.g., what a character will do next, what will happen to a character because of an</li> </ul>	<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</p>

<p>event, what will happen because of an action)</p>	<p>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>2.17 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.</b></p> <ul style="list-style-type: none"> <li>• Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text</li> <li>• Summarize the plot/message in culturally relevant literary/narrative texts</li> <li>• Select, from multiple choices, a sentence that best summarizes the story or selection</li> </ul>	<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>5.6</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>5.12</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></p> <p><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> <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</p>

	summary of the passage.
<b>2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.</b> <ul style="list-style-type: none"> <li>Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc.</li> </ul>	<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.
<b>2.3.3 Understand the function (to make the story more interesting and convey a message) of literary devices.</b> <ul style="list-style-type: none"> <li>Recognize previously taught literary devices (simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they make the story more interesting.</li> </ul>	<b>Standard 11: Poetry</b> <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.  <b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.  <b>11.6</b> Presented with a poem, students are able to recognize and discuss symbolism within the poem.  <b>11.7</b> Presented with a poem, students are able to identify and explain the use of idiom.  <b>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.
<b>2.4.2 Analyze an author's style of writing, including language choice, achieves the author's purpose and influences an audience.</b> <ul style="list-style-type: none"> <li>Identify and explain the author's purpose (e.g. entertain, inform, explain, persuade)</li> <li>Explain how author's use of word choice, sentence structure and length, and/or literary devices contributes to imagery, suggests a mood, or otherwise influences an audience</li> </ul>	<b>Standard 8: Author's Purpose</b> <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.  <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.  <b>8.3</b> When presented with a passage, students are able to recognize

	<p>the author's purpose for different parts of 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> <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 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>
<p><b>2.4.3 Understand how to verify content validity.</b></p> <ul style="list-style-type: none"> <li>Identify and explain when an author uses opinion to make a point.</li> </ul>	<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>

	<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.
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