

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Indiana Academic Standards for English/Language Arts,
Grade 4

Indiana Standard	Reading Success Program (Level A)
<p>Standard 1 - READING: Word Recognition, Fluency, and Vocabulary Development Students understand the basic features of words. They set letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</p> <p>Vocabulary and Concept Development 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meaning of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.</p> <p>4.1.6 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).</p>	<p>Standard 8: Vocabulary (Word Meanings) 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; 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 33, 34, 36, 37, 38, 41, 42, 43, 44, 46, 47; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>
<p>Standard 2 - READING: Reading Comprehension Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read.</p> <p>Structural Features of Informational and Technical Materials 4.2.1 Use the organization of informational text to strengthen comprehension.</p>	<p>Standard 1: Inference 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; 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>Standard 2: Main Idea 2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; Lessons 67; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 7: Rewriting Passages 7.3: When presented with a reading passage, the student is able to make a summary list of details from the passage</p>

	and then rewrite the passage in his or her own words; Lessons 61, 63, 66, 68, 71, 72
Comprehension and Analysis of Grade-Level-Appropriate Text 4.2.2 Use appropriate strategies when reading for different purposes. 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. 4.2.6 Distinguish between cause and effect and between fact and opinion in informational text. 4.2.7 Follow multiple-step instructions in a basic technical manual.	Standard 1: Inference 1.4: When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; 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 11, 12, 14, 17, 22, 24, 26, 27; 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 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 Standard 5: Author's Purpose 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; reviewed in Lessons 76, 78
Narrative Analysis of Grade-Level-Appropriate Text 4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works	Standard 1: Inference 1.1: When presented with a reading passage, the student is able to infer the feelings of characters in the passage. 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; Lessons 6, 8; 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 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; 2.21: When presented with a reading passage, the student

	<p>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>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>
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Reading Success Level B Alignment with Indiana English/Language Arts Standards for Grade 5

Indiana English/Language Arts Standards	Reading Success
<p>Vocabulary and Concept Development</p> <p>5.1.5 Understand and explain the figurative use of words in similes and metaphors.</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>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<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>2.6 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>3.10 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>3.12 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>Expository (Informational) Critique</p> <p>5.2.5 Distinguish among facts, supported inferences, and opinions in text.</p>	<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>2.6 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 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>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</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>3.10 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>3.12 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 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>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>Standard 11: Vocabulary (Bonus Words)</p>

	<p>11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.</p> <p>11.15 Students learn the meaning, spelling, and origin of the word symbol. Students are also able to recognize and describe symbols in poems and passages.</p>
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Reading Success Level C Alignment with Indiana English/Language Arts Standards for Grade 6

Indiana English/Language Arts Standards	Reading Success
<p>Vocabulary and Concept Development</p> <p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.</p> <p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p>	<p>Standard 11: Poetry</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>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</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>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>6.2.3 Connect and clarify main ideas by identifying their relationship to multiple sources and related topics.</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</p>

	<p>differentiate between statements of the passage's main idea and statement that tell details from the passage.</p> <p>5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p>5.9 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>5.10 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>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>Expository (Informational) Critique</p> <p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.</p>	<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</p>

of the information they used to make the prediction.

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.

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.

3.5 When presented with a reading passage, students are able to make predictions about events or characters in the 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 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.

8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.

8.3 When presented with a passage, students are able to recognize

	the author's purpose for different parts of the passage.
<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme.</p> <p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts.</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>3.4 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 11: Poetry</p> <p>11.1 Students are able to recognize the stanzas of the poem.</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>11.3 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>11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.</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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