

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

Alabama Content Standard	Reading Success Program (Level A)
<p>Students will</p> <ol style="list-style-type: none"> <li>1. Use a wide variety of strategies to interpret, evaluate, appreciate, and construct meaning from print materials. <ul style="list-style-type: none"> <li>• Applying prior knowledge and experiences</li> <li>• Using knowledge of word meaning</li> <li>• Previewing and predicting</li> <li>• Using structural analysis of words (Examples: roots, prefixes, suffixes)</li> </ul> </li> </ol>	<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 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><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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49; reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</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 41, 42, 43, 44, 46; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>
<p>Students will</p> <ol style="list-style-type: none"> <li>2. Apply knowledge of text features to gain meaning. <ul style="list-style-type: none"> <li>• Titles</li> <li>• Graphic Aids</li> <li>• Boldfaced print</li> </ul> </li> </ol>	<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>
<p>Students will</p> <ol style="list-style-type: none"> <li>3. Apply knowledge of text features to gain meaning. <ul style="list-style-type: none"> <li>• Titles</li> <li>• Graphic Aids</li> <li>• Boldfaced print</li> </ul> </li> </ol>	<p><b>Standard 2: Main Idea</b></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; Lessons 21, 39; 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>

(continued)

Alabama Content Standard	Reading Success Program (Level A)
<p>Students will</p> <p>5. Interpret passages in printed materials</p> <ul style="list-style-type: none"><li>• Identifying main idea</li><li>• Drawing conclusions</li><li>• Identifying fact and opinion</li><li>• Identifying author's purpose</li></ul>	<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>5.4</b> When presented with a reading passage, the student is able to write a statement of the author's specific purpose (e.g., to inform, entertain, or persuade); Lessons 38, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56; reviewed in Lessons 39, 41, 42, 48, 49, 76, 78</p> <p><b>Standard 2: Main Idea</b></p> <p><b>2.14</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 good summary statement for the passage; Lessons 29, 53; reviewed in Lessons 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p>
<p>Students will</p> <p>7. Use literary analysis</p> <ul style="list-style-type: none"><li>• Identifying and analyzing literary elements</li><li>• Identifying figurative language</li></ul>	<p><b>Standard 1: Inference</b></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; Lesson 8; 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><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>

(continued)

Alabama Content Standard	Reading Success Program (Level A)
<p>Students will</p> <p>9. Continue to monitor and control own reading.</p> <ul style="list-style-type: none"><li>• Self-questioning</li><li>• Using context clues</li><li>• Accessing prior knowledge and experiences</li></ul>	<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 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><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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</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 41, 42, 43, 44, 46 Reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

## Reading Success Level B Alignment with Alabama English Language Arts Minimum Required Content for Grade 5

Alabama Minimum Required Content	Reading Success
<p>1. Use a wide range of strategies to interpret, evaluate, appreciate, and construct meaning from print materials.</p> <ul style="list-style-type: none"> <li>• Applying prior knowledge and experiences</li> <li>• Use knowledge of word meaning</li> <li>• Applying knowledge of sentence structure and context</li> <li>• Previewing and predicting</li> <li>• Using structural analysis of words</li> <li>• Locating information in reference sources</li> </ul>	<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>Standard 10: 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>4. Demonstrate literal understanding of print material.</p> <ul style="list-style-type: none"> <li>• Identifying important details</li> <li>• Identifying sequence of events</li> <li>• Following directions</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>3.3</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>5. Interpret passages in print material.</p> <ul style="list-style-type: none"> <li>• Identifying main idea</li> <li>• Drawing conclusions</li> <li>• Determining cause and effect</li> <li>• Distinguishing fact from opinion</li> <li>• Detecting bias</li> <li>• Summarizing passages</li> <li>• Identifying author's purpose</li> </ul>	<p><b>Standard 2: Inference</b></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 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>3.12</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 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> <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>7. Use literary analysis.</p> <ul style="list-style-type: none"> <li>• Identifying and analyzing literary elements <ul style="list-style-type: none"> <li>- Theme</li> <li>- Character</li> <li>- Setting</li> <li>- Plot</li> <li>- Point of view</li> </ul> </li> </ul>	<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>

- Identifying and understanding figurative language

**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.

**Standard 11: Vocabulary (Bonus Words)**

**11.14** Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.

**Standard 7: Poetry**

**7.1** Presented with short verse, students are able to identify and explain the use of figurative language.

## Reading Success Level C Alignment with Alabama English Language Arts Minimum Required Content for Grade 6

Alabama Minimum Required Content	Reading Success
<p>1. Interpret and construct meaning by applying appropriate strategies to materials across the curriculum.  Examples: making initial predictions about text meaning, using prior knowledge, setting purposes for reading, interpreting author's meaning, using monitoring strategies, correcting or confirming author's message, determining cause and effect, noting sequence of events, identifying main idea and supporting details.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><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.</p> <p><b>2.2</b> When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p> <p><b>2.3</b> Students are able to place a list of events from a reading passage in chronological order.</p> <p><b>2.4</b> When presented with a reading passage, students are able to answer questions about what is left out of a passage.</p> <p><b>2.5</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>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 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>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>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> <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>6. Determine author's purpose.</p> <ul style="list-style-type: none"> <li>• To persuade</li> <li>• To inform</li> <li>• To entertain</li> </ul>	<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>
<p>17. Develop an extended vocabulary through reading, listening, viewing, writing, speaking, and presenting.</p> <ul style="list-style-type: none"> <li>• Context clues</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>