

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

Ohio Content Standard	Reading Success Program (Level A)
<p>Grade Four</p> <p>Phonemic Awareness, Word Recognition, and Fluency</p> <p>Acquisition of Vocabulary</p> <ol style="list-style-type: none"> 1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence, and paragraph clues. 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs. 5. Identify and understand new uses of words and phrases in text, such as similes and metaphors. 	<p>Standard 8: Vocabulary (Word Meanings)</p> <p>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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</p> <p>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 41, 42, 43, 44, 46</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 10: Poetry</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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<p>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <ol style="list-style-type: none"> 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems. 2. Predict and support predictions using an awareness of new vocabulary, text structures, and familiar plot patterns. 4. Summarize important information in texts to demonstrate comprehension. 5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence. 6. Select, create, and use graphic organizers to interpret textual information. 7. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, or looking back. 	<p>Standard 1: Inference</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; 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>Standard 2: Main Idea</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; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 4: Literal Comprehension</p> <p>4.1 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> <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; reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p> <p>Standard 7: Rewriting Passages</p> <p>7.3 When presented with a reading passage, the student is able to make a summary list of details from the passage and then rewrite the passage in his or her own words; Lessons 61, 63, 66, 68, 71, 72</p>

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<p>Reading Applications: Informational, Technical, and Persuasive Text</p> <ol style="list-style-type: none"> Summarize main ideas in informational text, using supporting details as appropriate. Draw conclusions from information on maps, charts, graphs, and diagrams. Clarify steps in a set of instructions or procedures for completeness. Distinguish fact from opinion. 	<p>Standard 2: Main Idea</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>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>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 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 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>Reading Applications: Literary Text</p> <ol style="list-style-type: none"> Describe the thoughts, words, and interactions of characters. Identify the influence of setting on the selection. Identify the main incidents of a plot sequence, identifying the main conflict and its resolution. Determine the theme and whether it is implied or stated directly. Explain how an author's choice of words appeals to the senses and suggests a mood. Identify figurative language in literary works, including idioms, similes, and metaphors. 	<p>Standard 1: Inference</p> <p>1.1 When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</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 10: Figurative Language</p> <p>10.1 Presented with short verse, the student is able to identify and explain uses of figurative language.</p>

Reading Success Level B Alignment with Ohio English Language Arts Benchmarks for Grade 5

Ohio English Language Arts Benchmarks	Reading Success
<p>Acquisition of Vocabulary</p> <ol style="list-style-type: none"> 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement, and example. 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs. 4. Identify and understand new uses of words and phrases in text, such as simile and metaphors. 	<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>Standard 10: Vocabulary (Word Meaning)</p> <p>10.1 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>10.2 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>10.3 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>Standard 11: Vocabulary (Bonus Words)</p> <p>11.3 Students learn the meaning, spelling, and origin of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</p> <p>11.5 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>11.6 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe</p>

	<p>alliteration in poems and passages.</p> <p>11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages.</p> <p>11.10 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>11.11 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>11.13 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>Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies</p> <ol style="list-style-type: none"> Predict and support predictions with specific references to textual examples that may be in widely separated sections of text. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. Make inferences based on implicit information in texts, and provide justifications for those inferences. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<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>2.6 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 5: Literal Comprehension</p> <p>5.1 When presented with a reading passage, students are able to</p>

	<p>use prior knowledge and evidence from the passage to answer questions about the passage.</p> <p>Standard 8: Paraphrase</p> <p>8.1 Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</p>
<p>Reading Applications: Informational, Technical, and Persuasive Text</p> <ol style="list-style-type: none"> 4. Summarize the main ideas and supporting details. 7. Analyze the difference between fact and opinion. 9. Identify and understand an author's purpose for writing, including to explain, to entertain, or to inform. 	<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>3.12 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 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>Standard 6: Author's Purpose</p>

	<p>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.</p> <p>6.5 When presented with a passage, students are able to recognize the author’s purpose for different parts of the passage.</p>
<p>Reading Applications: Literary Text</p> <ol style="list-style-type: none"> 1. Explain how a character’s thoughts, words, and actions reveal his or her motivations. 2. Explain the influence of setting on the selection. 3. Identify the main incidents of a plot sequence and explain how they influence future action. 8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors, and personification. 	<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>2.6 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 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.3 Students learn the meaning, spelling, and origin of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</p> <p>11.5 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>11.6 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>11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages.</p> <p>11.10 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>11.11 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>11.13 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>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>
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Reading Success Level C Alignment with Ohio English Language Arts Benchmarks for Grade 6

Ohio English Language Arts Benchmarks	Reading Success
<p>Acquisition of Vocabulary</p> <ol style="list-style-type: none"> 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement, and example. 4. Interpret metaphors and similes to understand new uses of words and phrases in text. 	<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>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>Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies</p> <ol style="list-style-type: none"> 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or 	<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>2.2 When presented with a reading passage, students are able to</p>

contradictions.

5. Select, create, and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

answer questions about the chronological order of events in the passage.

Standard 3: Inference

- 3.1** When presented with a reading passage, students are able to infer the feelings of characters in the passage.
- 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.
- 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 5: Main Idea

- 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.
- 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

	<p>that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 7: Text Organization</p> <p>7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>7.2 Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p>7.3 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>Reading Applications: Informational, Technical, and Persuasive Text</p> <ol style="list-style-type: none"> 2. Analyze examples of cause and effect and fact and opinion. 5. Analyze information found maps, charts, tables, graphs, diagrams, and cutaways. 7. Identify and understand an author's purpose for writing, including to entertain, persuade, or inform. 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas. 	<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 6: Fact and Opinion</p> <p>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.</p> <p>6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p> <p>Standard 8: Author's Purpose</p> <p>8.1 When presented with a reading passage, students are able to</p>

	<p>use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p> <p>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.</p>
<p>Reading Applications: Literary Text</p> <ol style="list-style-type: none"> 1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words, or actions. 2. Identify the features of setting and explain their importance in literary text. 7. Distinguish how an author established mood and meaning through word choice, figurative language, and syntax. 	<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,</p>

	<p>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>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>11.4 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>
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