

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Virginia Standards of Learning, Grade Four English

Virginia Standards of Learning	Reading Success Program (Level A)
<p>4.3 The student will read and learn the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. 	<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;</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;</p> <p>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>4.4 The student will read fiction and nonfiction, including biographies and historical fiction.</p> <ul style="list-style-type: none"> • Explain the author's purpose • Describe how the choice of language, setting, and information contributes to the author's purpose. 	<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 76, 78</p>
<p>4.4The student will demonstrate comprehension of a variety of literary forms.</p> <ul style="list-style-type: none"> • Make inferences using information from the texts. • Paraphrase content of selection, identifying important ideas and providing details for each important idea. 	<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.</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;</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;</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;</p> <p>Lessons 6, 8, 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</p> <p>Standard 2: Main Idea</p> <p>2.10: When presented with a reading passage, the student</p>

	<p>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>2.21: 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>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 52, 54, 58, 62, 64, 68</p>
<p>The student will read a variety of poetry.</p> <ul style="list-style-type: none"> Identify the sensory words used and their effect on the reader. 	<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 Virginia English Standards of Learning for Grade 5

Virginia English Standards for Learning	Reading Success
<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> a. Use context to clarify meaning of unfamiliar words 	<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>5.5 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> b. Describe character development in fiction and poetry selections. c. Describe the development of plot and explain how conflicts are resolved. d. Describe the characteristics of free verse, rhymed, and patterned poetry. e. Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections. 	<p>Standard 2: Inference</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>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>6.3 When presented with a passage, students are able to differentiate between a statement of author's general purpose,</p>

and a statement of an author's specific purpose.

Standard 7: Poetry

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

7.2 Presented with short verse, students are able to identify and explain the use of metaphor.

7.3 Presented with short verse, students are able to identify and explain the use of alliteration.

7.4 Presented with short verse, students are able to identify and explain the use of idiom.

7.5 Presented with short verse, students are able to identify the rhyming pattern of the verse.

7.6 Presented with a poem, students are able to identify the stanzas of the poem.

7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.

7.8 Presented with a poem, students are able to write a paragraph on what the poem is about.

7.9 Presented with a poem, students are able to write a summary of the poem.

7.10 Presented with a poem, students are able to participate in a

	<p>discussion about the poem.</p> <p>Standard 11: Vocabulary (Bonus Words)</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>
5.6 The student will read and demonstrate comprehension of	Standard 2: Inference

<p>nonfiction.</p> <p>c. Locate information to support opinions, predictions, and conclusions.</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>2.3 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>2.4 When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p>2.5 When presented with a reading passage, students are able to answer questions about what is left out of 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>3.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a</p>
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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.

Reading Success Level C Alignment with Virginia English Standards of Learning for Grade 6

Virginia English Standards for Learning	Reading Success
<p>6.3 The student will read and learn the meanings of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> b. Identify analogies and figurative language c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 	<p>Standard 9: Vocabulary (Word Meaning)</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>6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> a. Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. d. Describe how word choice and imagery contribute to the meaning of a text. f. Use information stated explicitly in the text to draw conclusions and make inferences. h. Paraphrase and summarize the main points in the text. 	<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</p>

	<p>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 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>Standard 8: Author's Purpose</p> <p>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.</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>
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	<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> <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> <p>12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.</p> <p>12.3 When presented with a reading passage, students are able to provide a paragraph structure for the passage and to use the structure to paraphrase the paragraph.</p>
<p>6.5 The student will read and demonstrate comprehension of a wide variety of informational selections.</p> <p>c. Use context to determine meanings of unfamiliar words and technical vocabulary.</p>	<p>Standard 2: Literal Questions</p> <p>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</p>

- d. Draw conclusions and make inferences based on explicit and implied information.
- e. Organize the main idea and details to form a summary.

chart.

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.
- 5.2** 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>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>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>
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