

# Reading Success, Effective Comprehension Strategies (Level A) Alignment with Illinois State Goals for Late Elementary

Illinois Learning Standard	Reading Success Program (Level A)
<p>State Goal 1: Read with understanding and fluency.            Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.            Late Elementary 1.A.2b: Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.</p>	<p><b>Standard 8: Vocabulary (Word Meanings)</b>  <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;  <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, 73, 74, 76, 77, 78, 79</p>
<p>Learning Standard B: Apply reading strategies to improve reading understanding and fluency.            Late Elementary 1.B.2a: Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify, and extend ideas.            Late Elementary 1.B.2b: Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.            Late Elementary 1.B.2c: Continuously check and clarify for understanding (e.g. <i>in addition to previous skills</i>, clarify terminology, seek additional information).</p>	<p><b>Standard 4: Literal Comprehension</b>  <b>4.1:</b> 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>Learning Standard C: Comprehend a broad range of reading materials.            Late Elementary 1.C.2a: Use information to form and refine questions and predictions.            Late Elementary 1.C.2b: Make and support inferences and form interpretations about main themes and topics.            Late Elementary 1.C.2d: Summarize and make generalizations from content and relate to purpose of material.            Late Elementary 1.C.2e: Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design</p>	<p><b>Standard 1: Inference</b>  <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, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79  <b>Standard 2: Main Idea</b>  <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</p>

<p>hues, metaphor).</p> <p>Late Elementary 1.C.2f: Connect information presented in tables, maps, and charts to printed or electronic text.</p>	<p>passage; and write a main idea statement for the passage;</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.</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, 21, 39; reviewed in Lessons 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79</p> <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><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>
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## Reading Success Level B Alignment with Illinois Language Arts Standards for Late Elementary Grades

Illinois Language Arts Standards	Reading Success
<p><b>State Goal 1</b>  <b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>  <b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.</p>	<p><b>Standard 10: Vocabulary (Word Meaning)</b>  <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.   <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>State Goal 1</b>  <b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.2b</b> Make and support inferences and form interpretations about main themes and topics.   <b>1.C.2d</b> Summarize and make generalizations from content and relate to purpose of material.   <b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor).</p>	<p><b>Standard 3: Main Idea</b>  <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.   <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.   <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.   <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 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><b>Standard 7: Poetry</b></p> <p><b>7.1</b> Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p><b>7.2</b> Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p><b>7.9</b> Presented with a poem, students are able to write a summary of the poem.</p>
<p><b>State Goal 2</b></p> <p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.2b</b> Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</p>	<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> <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</p>

	<p>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>3.3</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>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>State Goal 2</b></p> <p><b>B. Read and interpret a variety of literary works.</b></p> <p><b>2.B.2a</b> Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge, and other texts.</p>	<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> <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 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 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 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>
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## Reading Success Level C Alignment with Illinois Language Arts Standards for Late Elementary Grades

Illinois Language Arts Standards	Reading Success
<p><b>State Goal 1</b>  <b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>  <b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.</p>	<p><b>Standard 9: Vocabulary (Word Meaning)</b>  <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.   <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>State Goal 1</b>  <b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.2b</b> Make and support inferences and form interpretations about main themes and topics.   <b>1.C.2d</b> Summarize and make generalizations from content and relate to purpose of material.   <b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor).   <b>1.C.2f</b> Connect information presented in tables, maps, and charts to printed or electronic text.</p>	<p><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>Standard 5: Main Idea</b>  <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.   <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.   <b>Standard 7: Text Organization</b>  <b>7.1</b> Students are able to use graphic organizers to better</p>

	<p>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>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><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 summary of the passage.</p> <p><b>Standard 11: Poetry</b></p> <p><b>11.2</b> Presented with a poem, students are able to answer questions</p>
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	<p>about the mood of the poem and the setting of the 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>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p><b>State Goal 2</b></p> <p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.2b</b> Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</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>5.12</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>State Goal 2</b></p> <p><b>B. Read and interpret a variety of literary works.</b></p> <p><b>2.B.2a</b> Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge, and other texts.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.2</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>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</p>

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.