

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with New York Curriculum Standards for English Language Arts

Standard 1: Language for information and understanding.

New York Standard	Reading Success Program (Level A)
<p>Standard 1: Language for information and understanding.</p> <p>Elementary Listening and Reading</p> <p>1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p> <p>Students:</p> <ul style="list-style-type: none"> Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and contextual clues, and an understanding of letter-sound relationships to decode difficult words. Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. 	<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>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</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>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.5 When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</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</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 2: Main Idea</p> <p>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; Lessons 9, 11, 12</p> <p>2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</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>

Standard 1: Language for information and understanding. (continued)

New York Standard	Reading Success Program (Level A)
<p>Standard 1: Language for information and understanding.</p> <p>Elementary Listening and Reading</p> <p>2. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.</p> <p>Students:</p> <ul style="list-style-type: none"> Gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and contextual clues, and an understanding of letter-sound relationships to decode difficult words. Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. 	<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</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>Standard 5: Author's Purpose</p> <p>5.4 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>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 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Standard 2: Language for literary response and expression.

New York Standard	Reading Success Program (Level A)
<p>Standard 2: Language for literary response and expression.</p> <p>Elementary Listening and Reading</p> <p>1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.</p> <p>Students:</p> <ul style="list-style-type: none"> • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths, and legends; songs, plays, and media productions; and works of fiction and nonfiction intended for young readers. • Recognize some features that distinguish the genres and use those features to aid comprehension. • Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. • Use inference and deduction to understand the text. 	<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>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</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>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.5 When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</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</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 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</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17</p> <p>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>

Standard 2: Language for literary response and expression. (continued)

New York Standard	Reading Success Program (Level A)
<p>Standard 2: Language for literary response and expression.</p> <p>Elementary Listening and Reading</p> <p>2. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.</p> <p>Students:</p> <ul style="list-style-type: none"> • Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths, and legends; songs, plays, and media productions; and works of fiction and nonfiction intended for young readers. • Recognize some features that distinguish the genres and use those features to aid comprehension. • Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. • Use inference and deduction to understand the text. 	<p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</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</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

Reading Success Level B Alignment with New York Learning Standards for English Language Arts for the Intermediate Level

New York Learning Standards for English Language Arts	Reading Success
<p>Standard 1 – Language for Information and Understanding Students:</p> <ul style="list-style-type: none"> • Distinguish between relevant and irrelevant information and between fact and opinion • Relate new information to prior knowledge and experience 	<p>Standard 3: Main Idea 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 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 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.</p>
<p>Standard 2 – Language for Literacy Response and Expression Students:</p> <ul style="list-style-type: none"> • Identify significant literacy elements (including metaphor, 	<p>Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p>

symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work

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.

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.

Standard 6: Author's Purpose

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.

Standard 11: Vocabulary (Bonus Words)

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.

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.

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.

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>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 New York Learning Standards for English Language Arts
for the Intermediate Level**

New York Learning Standards for English Language Arts	Reading Success
<p>Standard 1 – Language for Information and Understanding Students:</p> <ul style="list-style-type: none"> • Distinguish between relevant and irrelevant information and between fact and opinion • Relate new information to prior knowledge and experience 	<p>Standard 2: Literal Questions 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 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>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.</p> <p>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.</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 use a set of criteria to determine if the author’s purpose is to inform, entertain, or persuade.</p>
<p>Standard 2 – Language for Literacy Response and Expression Students:</p> <ul style="list-style-type: none"> Identify significant literacy elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work 	<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>11.2 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>11.6 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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