

Reading Success, Effective Comprehension Strategies (Level A)  
Alignment with North Dakota Curriculum Standards for English Language  
Arts

**Standard 1: Students gather and organize information.**

North Dakota Standard	Reading Success Program (Level A)
<b>Benchmark 4</b> <b>1.4.1</b> Understand main idea and supporting details.	<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 passage; and write a main idea statement for the passage; Lessons 9, 11, 12 <b>2.12</b> When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18 <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

## Standard 2: Students engage in the reading process.

North Dakota Standard	Reading Success Program (Level A)
<p><b>Benchmark 4</b></p> <p><b>2.4.1</b> Use strategies for activating prior knowledge to comprehend text.</p> <p><b>2.4.2</b> Make and confirm predictions to enhance understanding.</p> <p><b>2.4.5</b> Use a variety of clues to determine the meaning of words.</p> <p><b>2.4.6</b> Use mental pictures to help increase understanding.</p>	<p><b>Standard 1: Inference</b></p> <p><b>1.1</b> When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</p> <p><b>1.2</b> 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><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</p> <p><b>1.4</b> 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><b>1.5</b> 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><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</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><b>Standard 6: Paraphrase</b></p> <p><b>6.1</b> When presented with a sentence, the student is able to write a paraphrase of the sentence by first changing the word order, and then by replacing phrases with other phrases that have similar meaning; Lessons 27, 28, 31</p> <p><b>6.2</b> When presented with a sentence, the student is able to select a paraphrase of the sentence from a list; Lesson 29</p> <p><b>6.3</b> When presented with a sentence, the student is able to write a paraphrase of the sentence when part of the paraphrase is provided as a prompt; Lessons 32, 33, 36, 37</p>

## Standard 2: Students engage in the reading process. (continued)

North Dakota Standard	Reading Success Program (Level A)
<p><b>Benchmark 4</b></p> <p><b>2.4.1</b> Use strategies for activating prior knowledge to comprehend text.</p> <p><b>2.4.2</b> Make and confirm predictions to enhance understanding.</p> <p><b>2.4.5</b> Use a variety of clues to determine the meaning of words.</p> <p><b>2.4.6</b> Use mental pictures to help increase understanding.</p>	<p><b>6.4</b> When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44 Reviewed in Lessons 34, 41, 52, 54, 58, 62, 64, 68</p> <p><b>Standard 7: Rewriting Passages</b></p> <p><b>7.1</b> When presented with a reading passage, the student is able to rewrite the passage in his or her own words when a summary list of details from the passage is provided as a prompt; Lessons 46, 47, 48, 49, 51, 53, 57, 59</p> <p><b>7.2</b> When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74</p> <p><b>7.3</b> 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> <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 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p><b>Standard 9: Vocabulary ("Bonus Words")</b></p> <p><b>9.2</b> 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><b>9.3</b> The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p>

## Standard 2: Students engage in the reading process. (continued)

North Dakota Standard	Reading Success Program (Level A)
<p><b>Benchmark 4</b></p> <p><b>2.4.1</b> Use strategies for activating prior knowledge to comprehend text.</p> <p><b>2.4.2</b> Make and confirm predictions to enhance understanding.</p> <p><b>2.4.5</b> Use a variety of clues to determine the meaning of words.</p> <p><b>2.4.6</b> Use mental pictures to help increase understanding.</p>	<p><b>9.4</b> The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p><b>9.5</b> The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p><b>9.6</b> The student is able to define paraphrase as "to say the same thing in other words"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p> <p><b>9.7</b> The student is able to define summary as "the highlights, chief points, or main idea of a passage"; Lessons 31, 32, 33, 34, 39, 44, 69</p> <p><b>9.8</b> The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p><b>9.9</b> The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; Lessons 41, 42, 43, 44, 47, 58, 59, 68</p> <p><b>9.10</b> The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p> <p><b>9.11</b> The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p><b>9.12</b> The student is able to define figurative language as "a way of describing how thing are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p><b>9.13</b> 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><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</p> <p><b>10.2</b> 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>

### Standard 3: Students comprehend literature.

North Dakota Standard	Reading Success Program (Level A)
<p><b>Benchmark 4</b></p> <p><b>3.4.4</b> Understand the characteristics of various simple genres.</p>	<p><b>Standard 5: Author's Purpose</b></p> <p><b>5.2</b> 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</p> <p><b>5.3</b> When presented with a reading passage, the student is able to select a statement of the author's specific purpose from a list; Lessons 29, 32, 33, 36, 37, 43, 44, 53, 54, 57, 63, 64, 66, 67, 68, 69</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</p> <p>Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p> <p><b>Standard 9: Vocabulary ("Bonus Words")</b></p> <p><b>9.5</b> The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p><b>9.8</b> The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p><b>9.10</b> The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p> <p><b>9.11</b> The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p>

## Reading Success Level B Alignment with North Dakota Language Arts Standards and Benchmarks for Grade 5

North Dakota Language Arts Standards and Benchmarks	Reading Success
<p><b>Standard 2: Students engage in the reading process.</b></p> <p>5.2.2 Analyze the elements of a fiction text; i.e., setting, character development – protagonist/antagonist, events, climax, problems, resolution/solution, universal themes</p> <p>5.2.6 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues</p> <p>5.2.8 Use a variety of text comprehension strategies to improve and monitor understanding; i.e. building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing</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>2.6</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>3.3</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>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>

**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.

**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.

**6.5** When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

**Standard 7: Poetry**

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

**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.

	<p><b>Standard 8: Paraphrase</b></p> <p><b>8.1</b> Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p><b>8.2</b> Given the main idea of a passage, students are able to paraphrase the main idea.</p> <p><b>Standard 10: Vocabulary (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><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>10.3</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>Standard 11: Vocabulary (Bonus Words)</b></p> <p><b>11.3</b> 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><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>
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## Reading Success Level C Alignment with North Dakota Language Arts Standards and Benchmarks for Grade 6

North Dakota Language Arts Standards and Benchmarks	Reading Success
<p><b>Standard 2: Students engage in the reading process.</b></p> <p>6.2.2 Identify characteristics of a variety of nonfiction genres; e.g. setting, major and minor characters, and events</p> <p>6.2.3 Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text</p> <p>6.2.4 Use graphic organizers and summarizing to enhance comprehension</p> <p>6.2.5 Use prior knowledge and experiences to aid text comprehension.</p> <p>6.2.8 Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback.</p> <p>6.2.9 Identify figurative language, including personification, simile, metaphor</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>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</p>

details from the passage, and to write a main idea statement for the passage.

**Standard 7: Text Organization**

**7.1** Students are able to use graphic organizers to better understand reading passages.

**7.2** Students are able to use graphic organizers to better understand the sequence of events in a reading passage.

**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.

**Standard 9: Vocabulary (Word Meaning)**

**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.

**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.

**Standard 10: Summarize Passage**

**10.1** Using a summary statement list, students are able to write a summary of a reading passage in their own words.

**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><b>Standard 11: Poetry</b></p> <p><b>11.2</b> Presented with a poem, students are able to answer questions 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>
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