

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Tennessee Curriculum Standards for English Language Arts, Grade 4-5

Tennessee Curriculum Standard	Reading Success Program (Level A)
<p>Content Standard 1.0: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> 1.06 Expand reading vocabulary. 1.07 Reading strategies to facilitate comprehension. 1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading. 	<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;</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 4: Literal Comprehension</p> <p>4.1: When presented with a reading passage, the student is able to answer literal questions about the passage;</p> <p>4.2: When presented with a poster, the student is able to answer literal questions about the poster; Lesson 16, 17, 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 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; 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>Fifth Grade Benchmarks</p> <p>Performance Indicators State:</p> <p>As documented through state assessment -</p> <ul style="list-style-type: none"> At Level 1, the student is able to <ul style="list-style-type: none"> 5.1.spi.5. differentiate among setting, character, and plot in a passage. At Level 2, the student is able to 	<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>

5.1.spi.8. determine correct meaning/usage of multiple-meaning words.

5.1.spi.9. verify word meanings with context.

5.1.spi.11. indicate sequence of events in fiction and nonfiction selections.

5.1.spi.12. select stated or implied main idea and supporting details from text.

5.1.spi.14. evaluate text for elements of fact/opinion and reality/fiction.

5.1.spi.15. select the appropriate summary statement for a given passage.

At Level 3, the student is able to

5.1.spi.17. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, auto-biographies)

5.1.spi.20. apply the author's purpose(s) in making meaning.

5.1.spi.27. organize information using a graphic organizer or outline.

1.4: When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage;

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 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

Standard 2: Main Idea

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;

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

Standard 3: Fact and Opinion

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

Standard 4: Literal Comprehension

4.1: When presented with a reading passage, the student is able to answer literal questions about the passage;

4.2: When presented with a poster, the student is able to answer literal questions about the poster; Lesson 16, 17, 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

Standard 5: Author's Purpose

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

Standard 8: Vocabulary (Word Meanings)

8.1: When presented with an underlined word in a sentence,

	<p>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;</p> <p>reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71</p>
--	---

Reading Success Level B Alignment with Tennessee English/Language Arts Curriculum Standards for Grade 5

Tennessee English/Language Arts Standards	Reading Success
1.06 Expand reading vocabulary.	<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>
1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	<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>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</p>

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

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.

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.

Standard 7: Poetry

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

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

	<p>7.6 Presented with a poem, students are able to identify the stanzas of the poem.</p> <p>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</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>
--	---

Reading Success Level C Alignment with Tennessee English/Language Arts Curriculum Standards for Grade 6

Tennessee English/Language Arts Standards	Reading Success
1.04 Use decoding strategies to read unfamiliar words.	<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>
1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.	<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 answer questions about the chronological order of events in the passage.</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 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</p>

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 that tell the main theme, are all different ways of identifying the main idea of a 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.

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.

Standard 8: Author's Purpose

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.

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.

Standard 11: Poetry

11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.

11.4 Presented with poetry, students are able to identify and explain the use of figurative language.

11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.

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

Standard 12: Paraphrase Passage

12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.