

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Texas Content Standards for English Language Arts,
Grade 4

Standard 4.9: Reading/vocabulary development: The student acquires an extensive vocabulary through reading and systematic word study

Texas Content Standard (Grade 4)	Reading Success Program (Level A)
<p>The student is expected to:</p> <p>(A) draw on experiences to bring meaning to words in context such as interpreting figurative language and multiple-meaning words (4-5).</p>	<p>Standard 1: Inference</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; reviewed in Lessons 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 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; reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</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 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Standard 4.10: Reading/comprehension: The student comprehends selections using a variety of strategies

Texas Content Standard (Grade 4)	Reading Success Program (Level A)
<p>The student is expected to:</p> <p>(A) use his/her knowledge and experience to comprehend (4-8);</p> <p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p> <p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);</p> <p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);</p> <p>(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);</p> <p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</p> <p>(J) distinguish fact and opinion in various texts (4-8);</p> <p>(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);</p> <p>(L) represent information in different ways such as in outline, timeline, or graphic organizers (4-8).</p>	<p>Standard 1: Inference</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>1.6 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 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>2.21 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 67</p> <p>2.13 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</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> <p>Standard 3: Fact and Opinion</p> <p>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</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; 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 4.10: Reading/comprehension: The student comprehends selections using a variety of strategies (continued)

Texas Content Standard (Grade 4)	Reading Success Program (Level A)
<p>The student is expected to:</p> <p>(A) use his/her knowledge and experience to comprehend (4-8);</p> <p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p> <p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);</p> <p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);</p> <p>(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);</p> <p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</p> <p>(J) distinguish fact and opinion in various texts (4-8);</p> <p>(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);</p> <p>(L) represent information in different ways such as in outline, timeline, or graphic organizers (4-8).</p>	<p>Standard 1: Inference</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; reviewed in Lessons 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>2.13 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</p> <p>Standard 3: Fact and Opinion</p> <p>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</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; 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 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 41, 52, 54, 58, 62, 64, 68</p> <p>Standard 7: Rewriting Passages</p> <p>7.3 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>

Standard 4.11: Reading/literary response: The student expresses and supports responses to various types of texts

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<p>The student is expected to:</p> <p>(A) draw on experiences to bring meaning to words in context such as interpreting figurative language and multiple-meaning words (4-5).</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; 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 1: Inference</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; reviewed in Lessons 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>

Standard 4.12: Reading/text structures/literary concepts: The student analyzes the characteristics of various types of texts (genres)

Texas Content Standard (Grade 4)	Reading Success Program (Level A)
<p>The student is expected to:</p> <p>(A) draw on experiences to bring meaning to words in context such as interpreting figurative language and multiple-meaning words (4-5).</p>	<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>1.3 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>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 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</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</p> <p>Reviewed in Lessons 39, 41, 42, 48, 49, 76, 78</p>

Reading Success Level B Alignment with Texas English Language Arts and Reading Standards for Grade 5

Texas English Language Arts and Reading Standards	Reading Success
<p>(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p> <p>(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)</p>	<p>Standard 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p>7.2 Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p>7.3 Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p>7.4 Presented with short verse, students are able to identify and explain the use of idiom.</p> <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>Standard 11: Vocabulary (Bonus Words)</p> <p>11.5 Students learn the meaning, spelling, and origin of the word</p>

	<p>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>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p> <p>(A) use his/her knowledge and experience to comprehend (4-8)</p> <p>(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8)</p> <p>(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8)</p>	<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>

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)
(J) distinguish fact and opinion in various texts (4-8)
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short-answer (4-8)

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 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.

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 8: Paraphrase

8.1 Given a sentence, students are able to provide a paraphrase of the sentence.

8.2 Given the main idea of a passage, students are able to

	paraphrase the main idea.
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p> <p>(D) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)</p> <p>(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)</p> <p>(I) recognize and analyze story plot, setting, and problem resolution (4-8)</p>	<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 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>6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>6.3 When presented with a passage, students are able to differentiate between a statement of author's general purpose, and a statement of an author's specific purpose.</p> <p>6.4 Students are able to recognize that a statement of an author's specific main idea is about the same as a statement of the main idea of a passage.</p> <p>6.5 When presented with a passage, students are able to recognize</p>

the author's purpose for different parts of the passage.

Standard 11: Vocabulary (Bonus Words)

11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.

Reading Success Level C Alignment with Texas English Language Arts and Reading Standards for Grade 6

Texas English Language Arts and Reading Standards	Reading Success
<p>(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to: (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)</p>	<p>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.</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>(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: (B) draw on experiences to bring meanings to words on context such as interpreting idioms, multiple-meaning words, and analogies (6-8)</p>	<p>Standard 9: Vocabulary (Word Meaning) 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 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>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	<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</p>

(A) use his/her knowledge and experience to comprehend (4-8)
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8)
(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8)
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)
(J) distinguish fact and opinion in various texts (4-8)
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short-answer (4-8)
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)

answer questions about the passage, poster, sign, graph, or chart.

2.2 When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.

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.

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.

5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.

5.9 Given the main idea statement of a reading passage, students are able to write a detail from the passage that supports the main idea.

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.

6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.

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 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.

Standard 12: Paraphrase Passage

12.1 When presented with a stanza from a poem, students can

	<p>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>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p> <p>(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)</p> <p>(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)</p> <p>(G) recognize and analyze story plot, setting, and problem resolution (4-8)</p> <p>(I) analyze how authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)</p> <p>(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8);</p> <p>(K) recognize how style, tone, and mood contribute to the effect of the text (6-8)</p>	<p>Standard 2: Literal Questions</p> <p>2.3 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>2.4 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 explanation of their answer.</p> <p>3.4 When presented with a reading passage, students are able to</p>

	<p>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 5: Main Idea</p> <p>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>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 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>8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p> <p>Standard 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions</p>
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	about the mood of the poem and the setting of the poem.
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	11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.
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