

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

| Georgia English Language Arts Standards   | Reading Success Program (Level A)   |
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| <p><b>ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b></p> <p><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></p> <ul style="list-style-type: none"> <li>b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.</li> <li>d. Identifies sensory details and figurative language.</li> <li>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</li> <li>i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.</li> </ul> | <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.</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.</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.</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.</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.</p> <p><b>1.6</b> When presented with a 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.</p> <p><b>Standard 2: Main Idea</b></p> <p><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;</p> |

and write a main idea statement for the passage.

**2.12** When presented with a reading passage, the student is able to write a statement of the passage's main idea.

**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.

**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.

**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.

**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).

**Standard 10: Figurative Language**

**10.1** Presented with short verse, the student is able to identify and explain uses of figurative language.

**10.2** Presented with short verse, the student is able to identify and explain uses of comparisons.

**ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- f. Summarizes main ideas and supporting details.
- g. Makes perceptive and well-developed connections.
- h. Distinguishes fact from opinion or fiction.

**Standard 1: Inference**

- 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 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.

**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.
- 2.12** When presented with a reading passage, the student is able to write a statement of the passage's main idea.
- 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.
- 2.19** When presented with a reading passage, the student is able to discriminate between statements that summarize the passage and statements that tell details from the passage.

**Standard 3: Fact and Opinion**

- 3.1** When presented with a statement, the student is able to determine if the statement is a

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|   | <p>fact or an opinion and write a sentence explaining their answer.</p> <p><b>Standard 4: Literal Comprehension</b></p> <p><b>4.1</b> When presented with a reading passage, the student is able to answer literal questions about the passage.</p> <p><b>4.2</b> When presented with a poster, the student is able to answer literal questions about the poster.</p> <p><b>Standard 5: Author's Purpose</b></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).</p>  |
| <p><b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b></p> <ul style="list-style-type: none"> <li>b. Determines the meaning of unknown words using their context.</li> <li>e. Identifies the meaning of common idioms and figurative phrases.</li> <li>h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.</li> </ul> | <p><b>Standard 8: Vocabulary (Word Meaning)</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 used the underlined word in the same way as the first sentence;</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.</p> <p><b>Standard 9: Vocabulary (Bonus Words)</b></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."</p> <p><b>9.12</b> The student is able to define figurative language as "a way of describing how things are similar to one another in some ways."</p> <p><b>Standard 10: Figurative Language</b></p> |

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|  | <p><b>10.1</b> Presented with short verse, the student is able to identify and explain uses of figurative language.</p> <p><b>10.2</b> Presented with short verse, the student is able to identify and explain uses of comparisons.</p> |
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## Reading Success Level B Alignment with Georgia English Language Arts Standards for Grade 5

| Georgia English Language Arts Standards   | Reading Success  |
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| <p><b>ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b></p> <p><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></p> <ul style="list-style-type: none"> <li>h. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</li> <li>h. Identifies imagery, figurative language (e.g. personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.</li> <li>h. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.</li> <li>i. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</li> <li>j. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</li> </ul> | <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>2.3</b> When presented with a reading passage, students are able to infer the setting of the passage, and to write a short explanation of the setting.</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>3.10</b> When presented with a list of statements about a reading passage, students can differentiate between statements that</p> |

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|   | <p>tell details from the passage and the statement that tells the main theme of 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> <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>7.5</b> Presented with short verse, students are able to identify the rhyming pattern of the verse.</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>ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b></p> <p><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></p> <ul style="list-style-type: none"> <li>h. Locate facts that answer the reader's questions.</li> <li>h. Identifies and analyzes main ideas, supporting ideas, and</li> </ul> | <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>3.2</b> When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</p>  |

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| <p>supporting details.</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 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>ELA5R3 The student understands and acquires new vocabulary as uses it correctly in reading and writing. The student</b></p> <ul style="list-style-type: none"> <li>i. Determines the meaning of unfamiliar words using context clues (e.g., definition, example)</li> <li>h. Identifies the meaning of common idioms and figurative phrases.</li> <li>h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.</li> </ul> | <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>7.4</b> Presented with short verse, students are able to identify and explain the use of idiom.</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> |



## Reading Success Level C Alignment with Georgia English Language Arts Standards for Grade 6

| Georgia English Language Arts Standards  | Reading Success  |
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| <p><b>ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b></p> <p><u>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</u></p> <ul style="list-style-type: none"> <li>i. Identifies and analyzes sensory details and figurative language.</li> <li>i. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated, and analyzes theme as it related to the selection.</li> <li>i. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play.</li> <li>i. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.</li> <li>i. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature.</li> </ul> | <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</p> |

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|   | <p>that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <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>11.3</b> Students are able to recognize the rhyming pattern of a 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>11.8</b> Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p><b>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p> |
| <p><b>ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b></p> <p><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></p> | <p><b>Standard 4: Anaphora and Classification</b></p> <p><b>4.1</b> When given a list of items with something in common, students are able to classify those items.</p> <p><b>4.2</b> Given a reading passage, students are able to use strategies to determine who or what is talked about the most in the</p>  |

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| <ul style="list-style-type: none"> <li>i. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index).</li> <li>j. Applies knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations).</li> <li>k. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes).</li> <li>l. Identifies and analyzes main ideas, supporting ideas, and supporting details.</li> </ul> | <p>passage.</p> <p><b>4.3</b> When given details from a passage, students are able to classify those details.</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>Standard 7: Text Organization</b></p> <p><b>7.1</b> Students are able to use graphic organizers to better 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>ELA5R2 The student understands and acquires new vocabulary as uses it correctly in reading and writing. The student</b></p>  | <p><b>Standard 9: Vocabulary (Word Meaning)</b></p> <p><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</p>   |

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| <ul style="list-style-type: none"><li>i. Determine the meaning of unfamiliar words by using word, sentence, and paragraph clues.</li><li>i. Identifies and interprets words with multiple meanings.</li></ul> | <p>word from a list of possible answers.</p> <p><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> |
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