

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

Standard 1: Students read and understand a variety of materials.

Fourth grade students will:

Colorado Content Standard	Reading Success Program (Level A)
<ul style="list-style-type: none"> Identify supporting details and main idea; 	<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>
<ul style="list-style-type: none"> Summarize long text passages; 	<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; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p>
<ul style="list-style-type: none"> Draw inferences using contextual clues; 	<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>

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Fourth grade students will:

Colorado Content Standard	Reading Success Program (Level A)
<ul style="list-style-type: none">Predict and draw conclusions about stories;	<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>
<ul style="list-style-type: none">Differentiate between fact and opinion in written and spoken forms;	<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>

Reading Success Level B Alignment with Colorado Standards for Reading and Writing for Grade 5

Colorado Standards for Reading and Writing	Reading Success
<p>Standard 1: Students read and understand a variety of materials.</p> <ul style="list-style-type: none"> • Draw inferences using contextual clues; • Use word-recognition skills to understand unfamiliar words; • Paraphrase the key ideas in fiction and non-fiction; • Confirm meaning using context clues. 	<p>Standard 5: Literal Comprehension</p> <p>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 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> <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 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <ul style="list-style-type: none"> • Determine author's purpose; 	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p>

<ul style="list-style-type: none"> • Predict and draw conclusions about stories; • Differentiate between fact and opinion in written and spoken forms; 	<p>2.3 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>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>Standard 4: Fact and Opinion</p> <p>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 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>6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
<p>Standard 6: Students read and recognize literature as a record of human experience.</p> <ul style="list-style-type: none"> • Identify and analyze elements of plot and characterizations; • Identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme; • Use knowledge of foreshadowing, metaphor, simile, and symbolism to understand text; 	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.3 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>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>

- Understand how figurative language supports meaning in a given context;
- Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.

Standard 3: Main Idea

3.10 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statement that tells the main theme of the passage.

Standard 7: Poetry

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

7.2 Presented with short verse, students are able to identify and explain the use of metaphor.

7.3 Presented with short verse, students are able to identify and explain the use of alliteration.

7.4 Presented with short verse, students are able to identify and explain the use of idiom.

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

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

Standard 11: Vocabulary (Bonus Words)

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>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>11.14 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 Colorado Standards for Reading and Writing for Grade 6

Colorado Standards for Reading and Writing	Reading Success
<p>Standard 1: Students read and understand a variety of materials.</p> <ul style="list-style-type: none"> • Paraphrase, summarize, and synthesize information from a variety of text and genres; • Identify main idea and supporting details in a variety of text and genres; • Infer and predict using information in a variety of texts and genres; • Use word recognition skills to understand unfamiliar words (for example, letter-sound correspondence, language structures, and context). 	<p>Standard 3: Inference</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>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 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> <p>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a</p>

	<p>summary of a reading passage in their own words.</p> <p>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> <p>Standard 12: Paraphrase Passage</p> <p>12.1 When presented with a stanza from a poem, students can 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>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <ul style="list-style-type: none"> • Determine author's purpose; • Predict and draw conclusions about stories; • Differentiate between fact and opinion in written and spoken forms; 	<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 6: Fact and Opinion</p> <p>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>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 6: Students read and recognize literature as a record of human experience.</p> <ul style="list-style-type: none"> • Identify and analyze elements of plot and characterization; • Identify the sound of poetry, including alliteration, assonance, consonance, onomatopoeia, and rhyme scheme; 	<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>

- Understand and use literary terms (for example foreshadowing, metaphor, simile, symbolism, dialogue, scene, flashback);
- Understand how figurative language supports meaning in a given context;
- Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in literature.

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.

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 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 11: Poetry

11.1 Students are able to recognize the stanzas of the poem.

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

11.3 Students are able to recognize the rhyming pattern of a poem.

	<p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.</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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