

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with New Hampshire Curriculum Standards for English Language Arts

Standard 1: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| Proficiency Standards End-of-Grade 6 (Intermediate) <ul style="list-style-type: none"> Provide accurate summaries of materials they read. | Standard 2: Main Idea 2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31 Reviewed in Lessons 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79 Standard 9: Vocabulary ("Bonus Words") 9.7 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 |
| <ul style="list-style-type: none"> Recognize that individual words and phrases may have multiple meanings. Understand that standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones (words that are pronounced the same but differ in meaning, origin, and usually in spelling), and homographs (words that have the same spelling but differ in meaning, origin, and sometimes pronunciation). | Standard 8: Vocabulary (Word Meanings) 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 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 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79 |
| <ul style="list-style-type: none"> Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read. | Standard 4: Literal Comprehension 4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 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 1: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation. (continued)

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| <ul style="list-style-type: none"> Identify and understand the use of a variety of types of figurative language including analogies, personification, hyperbole, and alliteration. | <p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>Standard 10: Figurative Language</p> <p>10.1 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>10.2 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> |
| <ul style="list-style-type: none"> Determine literal meaning and develop informed, reasoned inferences, judgments, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax. Recognize and use direct meaning (denotation), implied meaning (connotation), and inferential meaning (reasoning from facts presented) to extend their level of understanding of material they read. Make and confirm complex predictions to increase their level of understanding. | <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</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17</p> <p>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>1.1 When presented with a reading passage, the student is able to infer the feelings of characters in the passage; Lesson 6</p> <p>1.2 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; Lesson 6, 7, 9</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> |

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| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| <ul style="list-style-type: none"> • Determine literal meaning and develop informed, reasoned inferences, judgments, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax. • Recognize and use direct meaning (denotation), implied meaning (connotation), and inferential meaning (reasoning from facts presented) to extend their level of understanding of material they read. • Make and confirm complex predictions to increase their level of understanding. | <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>1.5 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>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 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 5: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| Proficiency Standards End-of-Grade 6 (Intermediate) 2 Distinguish facts from opinions in materials presented in various forms. | 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 |
| 3 Distinguish between informative and persuasive messages. | Standard 5: Author's Purpose 5.1 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 or to entertain; Lessons 21, 22, 23, 27 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 5.3 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 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 Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78 |
| 4 Summarize messages. | Standard 2: Main Idea 2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31 Reviewed in Lessons 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79 |

Standard 5: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas. (continued)

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| <p>5 Use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding.</p> | <p>Standard 4: Literal Comprehension</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 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>6 Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, note taking, outlining, highlighting, paraphrasing, flow charts, and Venn diagrams (graphs that use circles to represent connections and interactions).</p> | <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; Lessons 9, 11, 12</p> <p>2.11 When presented with a reading passage, the student is able to select the main idea of the passage from a list; Lessons 9, 11, 12</p> <p>2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</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>2.14 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 good summary statement for the passage; Lessons 29, 52</p> <p>2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31</p> <p>2.16 When presented with a reading passage, the student is able to discriminate between statements of the passage's title and statements that tell details from the passage; Lessons 54, 56, 61</p> |

Standard 5: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas. (continued)

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| <p>7 Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, note taking, outlining, highlighting, paraphrasing, flow charts, and Venn diagrams (graphs that use circles to represent connections and interactions).</p> | <p>2.17 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, and write a paraphrase of the summary statement; Lessons 41, 44</p> <p>2.18 When presented with a reading passage, the student is able to discriminate between statements that tell what the passage is mostly about and statements that tell details from the passage, and write a paraphrase of the sentence that tells what the passage is mostly about; Lessons 42, 43, 64</p> <p>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; Lesson 62</p> <p>2.20 When presented with a reading passage, the student is able to write a good title for the passage; Lessons 58, 59, 69</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>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> |

Standard 5: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas. (continued)

| New Hampshire Curriculum Standard | Reading Success Program (Level A) |
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| <p>8 Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, note taking, outlining, highlighting, paraphrasing, flow charts, and Venn diagrams (graphs that use circles to represent connections and interactions).</p> | <p>Standard 6: Paraphrase</p> <p>6.1 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>6.2 When presented with a sentence, the student is able to select a paraphrase of the sentence from a list; Lesson 29</p> <p>6.3 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> <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 34, 41, 52, 54, 58, 62, 64, 68</p> <p>Standard 7: Rewriting Passages</p> <p>7.1 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>7.2 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>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> |

Reading Success Level B Alignment with New Hampshire Language Arts Proficiency Standards for End of Grade 6

| New Hampshire Language Arts Proficiency Standards | Reading Success |
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| <p>Reading</p> <p>Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.</p> <ul style="list-style-type: none"> • Recognize that individual words and phrases may have multiple meanings. • Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones, and homographs. • Identify and understand the various types of figurative language including analogies, personification, hyperbole, and alliteration. • Determine literal meanings and develop informed, reasoned inferences, judgments, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax. | <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>2.6 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 details from the passage, and to write a main idea statement for the passage.</p> <p>3.3 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>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.</p> |

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.

7.2 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.

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

Standard 10: Vocabulary (Word Meaning)

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.

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.

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.

Standard 11: Vocabulary (Bonus Words)

11.3 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.

11.5 Students learn the meaning, spelling, and origin of the word metaphor. Students are also able to recognize and describe metaphor in poems and passages.

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.

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.

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.

11.11 Students learn the meaning, spelling, and origin of the word onomatopoeia. Students are also able to recognize and

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| | <p>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>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> |
| <p>English Language Uses</p> <p>Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.</p> <ul style="list-style-type: none"> • Distinguish facts from opinions in materials presented in various forms. • Summarize messages. | <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 7: Poetry</p> <p>7.9 Presented with a poem, students are able to write a summary of the poem.</p> |

Reading Success Level C Alignment with New Hampshire Language Arts Proficiency Standards for End of Grade 6

| New Hampshire Language Arts Proficiency Standards | Reading Success |
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| <p>Reading</p> <p>Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.</p> <ul style="list-style-type: none"> • Provide accurate summaries of materials they read. • Recognize that individual words and phrases may have multiple meanings. • Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones, and homographs. • Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read • Identify and understand the various types of figurative language including analogies, personification, hyperbole, and alliteration. • Determine literal meanings and develop informed, reasoned inferences, judgments, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax. • Make and confirm complex predictions to increase their level of understanding | <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>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 7: Text Organization</p> <p>7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>Standard 9: Vocabulary (Word Meaning)</p> |

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| | <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 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 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>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> |
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| <p>English Language Uses Curriculum Standard 4: Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English</p> <ul style="list-style-type: none"> • Recognize and understand story elements including character, setting, conflict, plot, and theme. • Identify an author’s purpose or intent in written, spoken, and audio-visual texts. | <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 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>English Language Uses Curriculum Standard 5. Students will demonstrate competence</p> | <p>Standard 6: Fact and Opinion</p> <p>6.1 When presented with a statement, students are able to</p> |

in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

- Distinguish facts from opinions in materials presented in various forms.
- Summarize messages.
- Use a variety of organizational structures such as cause and effect patterns, summaries, time lines, note taking, outlining, highlighting, paraphrasing, flow charts, and Venn diagrams.

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.