

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Utah Core Standards for Language Arts, Fourth Grade

Utah Core Standard	Reading Success Program (Level A)
<p>Standard: 4040 - 01 Students use prior knowledge to make predictions, comprehend new information, and construct meaning.</p> <p>Objectives:</p> <p>4040-0101 Make connections between personal experience and print.</p> <ul style="list-style-type: none"> o Discuss ideas related to the text before, during, and after reading. <p>4040-0102 Anticipate the flow of events or information.</p> <ul style="list-style-type: none"> o Predict events in a reasonable sequence. <p>4040-0103 Verify predictions as the reading continues.</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;</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;</p> <p>Lessons 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</p>
<p>Standard: 4040-02 Students comprehend and critically evaluate text as they read for different purposes.</p> <p>Objectives:</p> <p>4040-0201</p> <ul style="list-style-type: none"> o Use a variety of strategies to comprehend text. o Use surrounding text to determine the meaning of unfamiliar words. o Reread to check comprehension. o Use text and illustrations to adjust and confirm meaning. o Retell in own words to make sense. <p>4040-0202 Develop an interpretation of text.</p> <ul style="list-style-type: none"> o Identify main and supporting ideas in informational text. o Incorporate information from non-print features (e.g., illustrations, tables, diagrams) with print information to enhance comprehension. 	<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> <p>Lessons 6, 8; 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</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;</p> <p>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage;</p> <p>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>

<ul style="list-style-type: none"> o Make inferences and draw reasonable conclusions. <p>4040-0203</p> <p>Critically evaluate the text.</p> <ul style="list-style-type: none"> o Discriminate between fact, fiction, and opinion. 	<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.</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 16, 19, 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 52, 54, 58, 62, 64, 68</p>
<p>Standard 4040-03</p> <p>Students use a variety of cueing systems to determine word pronunciation, meaning, and language structure.</p> <p>Objectives:</p> <p>4040-0302</p> <p>Continue to develop a reading vocabulary (i.e., pronounce and understand new words).</p> <ul style="list-style-type: none"> o Determine contextually appropriate meanings of multiple words (e.g., steer, patch), homonyms (e.g., their, they're, there), synonyms (e.g., wide, broad), and antonyms (e.g., together, separate). o Determine meaning of new words 	<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;</p> <p>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>

Reading Success Level B Alignment with Utah Language Arts Core Standards for Grade 5

Utah Language Arts Core Standards	Reading Success
<p>Standard 6 Vocabulary – students learn and use grade level vocabulary to increase understanding and read fluently. Objective 3 Use structural analysis and context clues to determine meaning of words. b. Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés. c. Use context to determine meanings of synonyms, antonyms, homonyms, and multiple-meaning words.</p>	<p>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.</p> <p>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.</p> <p>Standard 11: Vocabulary (Bonus Words) 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>Standard 7 Comprehension – Students understand, interpret, and analyze narrative and informational grade level text. Objective 1 Identify purpose of text c. Identify author’s purpose</p> <p>Objective 2 Apply strategies to comprehend text.</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>

- a. Relate prior knowledge to make connections to text
- e. Make inferences and draw conclusions from text
- f. Identify theme/topic/main idea from text; note details

Objective 3

Recognize and use features of narrative and informational text.

- a. Identify characters, setting, sequence of events, problem/resolution

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 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.

	<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 the author's purpose for different parts of the passage.</p> <p>Standard 11: Vocabulary (Bonus Words)</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 Utah Language Arts Core Standards for Grade 6

Utah Language Arts Core Standards	Reading Success
<p>Standard 6 Vocabulary – students learn and use grade level vocabulary to increase understanding and read fluently. Objective 3 Use structural analysis and context clues to determine meaning of words. b. Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions. c. Use context to determine meanings of synonyms, antonyms, homonyms, and multiple-meaning words.</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. 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. Standard 11: Poetry 11.4 Presented with poetry, students are able to identify and explain the use of figurative language. 11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem. 11.7 Presented with a poem, students are able to identify and explain the use of idiom. 11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>Standard 7 Comprehension – Students understand, interpret, and analyze narrative and informational grade level text. Objective 1 Identify purpose of text b. Identify author’s purpose</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 answer questions about the passage, poster, sign, graph, or chart. 2.2 When presented with a reading passage, students are able to</p>

Objective 2

Apply strategies to comprehend text.

- a. Relate prior knowledge to make connections to text
- e. Make inferences and draw conclusions from text
- f. Identify theme/topic/main idea from text; note details
- g. Summarize important ideas/events; summarize supporting details in sequence

Objective 3

Recognize and use features of narrative and informational text.

- a. Identify characters, setting, sequence of events, problem/resolution, theme
- d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification)
- e. Locate facts from a variety of informational texts

answer questions about the chronological order of events in the passage.

Standard 3: Inference

3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.

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.

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 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.

5.2 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statement that tell details from the 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.

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.

8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.

	<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 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>
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