

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Kentucky Performance Level Descriptions, Grade 4
Reading

Kentucky Distinguished Description	Reading Success Program (Level A)
<p>Text Distinguished:</p> <p>Student demonstrates in-depth knowledge of the text, including inferential as well as literal information.</p> <p>Evaluates main ideas and supports those ideas with organized, accurate, clear details</p> <p>Provides extensive evidence of constructing meaning</p> <p>Exhibits in-depth interpretation of inferential and literal detail from a variety of reading passages</p> <p>Effectively follows text sequence or progression of ideas</p> <p>Accurately draws conclusions from text information</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 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>2.13: 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.</p> <p>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; Lessons 9, 11, 12, 21, 39; reviewed in Lessons 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79</p>
<p>Analysis Distinguished:</p> <p>Student analyzes information accurately to solve the problem, evaluate the situation, or draw conclusions.</p> <p>Demonstrates comprehensive knowledge of word meaning, word identification strategies, and an understanding of textual features</p> <p>Identifies the problem, selects information, and evaluates the solution.</p> <p>Thoroughly supports response with relevant, explicit, text-based information</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 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;</p> <p>8.2: When presented with an underlined word in a sentence, the student is able to select the correct definition of</p>

	<p>the word from a list; Lessons 33, 34, 36, 37, 38, 41, 42, 43, 44, 46, 47; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>
<p>Understanding Distinguished: Student demonstrates extensive understanding of literary, informational, persuasive, and practical/workplace texts. Demonstrates an extensive understanding of literary elements (e.g., setting, characters, plot, and problem/solution) when reading literary text Demonstrates an extensive understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational text Demonstrates an extensive understanding of fact and the author's opinion when reading persuasive text Demonstrates an extensive understanding of text (e.g., locating and applying information for authentic purposes, interpreting specialized vocabulary, and following directions) when reading practical/workplace text</p>	<p>Standard 1: Inference 1.1: When presented with a reading passage, the student is able to infer the feelings of characters in the passage. 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; 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 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 Standard 4: Literal Comprehension 4.1: When presented with a reading passage, the student is able to answer literal questions about the passage; 4.2: When presented with a poster, the student is able to answer literal questions about the poster; Lesson 16, 17, 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>Reasoning Distinguished: Student demonstrates some insightful, accurate, comprehensive reasoning supported by detailed evidence from the text (e.g., analysis, reflection, synthesis, and evaluation). Completely understanding and following complex directions Interpreting the author's point of view and purpose. Locating and evaluating relevant information. Analyzing sequence and multiple details to effectively answer the question.</p>	<p>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; 2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; 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 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; Lessons 58, 59, 61, 62; reviewed in Lessons 76, 78</p>

**Reading Success Level B Alignment with Kentucky Core Content for Reading Assessment
for Grades 5 through 7 with Assessment at Grade 7**

Kentucky Core Content for Reading Assessment	Reading Success
<p>RD-M-x.0.1 Identify and author's purpose in literary, informational, persuasive, and practical/workplace materials.</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 the author's purpose for different parts of the passage.</p>
<p>RD-M-1.0.13 Describe literary elements (e.g. characterization, setting, plot, theme, point of view) in a passage.</p>	<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>2.2 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</p>

	<p>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>3.10 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.</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> <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>
<p>RD-M-2.0.13 Identify supporting details and explain their importance in a 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>3.2 When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</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>RD-M-3.0.14 Distinguish between fact and opinion.</p>	<p>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.</p>
<p>RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.</p>	<p>Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</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 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.</p>
<p>RD-M-1.0.15 Explain how a conflict in a passage is resolved.</p>	<p>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</p>

	passages.
<p>RD-M-1.0.16 Identify literary devices such as foreshadowing, imagery, and figurative language (e.g. similes, metaphors, personification, hyperbole).</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>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>Standard 11: Vocabulary (Bonus Words)</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>

**Reading Success Level C Alignment with Kentucky Core Content for Reading Assessment
for Grades 5 through 7 with Assessment at Grade 7**

Kentucky Core Content for Reading Assessment	Reading Success
<p>RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.</p>	<p>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. 8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
<p>RD-M-x.0.3 Identify words that have multiple meanings and select the appropriate meaning for the context.</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.</p>
<p>RD-M-1.0.13 Describe literary elements (e.g. characterization, setting, plot, theme, point of view) in a passage.</p>	<p>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</p>

	<p>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 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>RD-M-2.0.13 Identify supporting details and explain their importance in a 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>5.2 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.</p>

	<p>5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p>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.</p> <p>5.10 Given several details and a statement that is too general to be a main idea statement, students are able to write a main idea statement for a reading 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>RD-M-3.0.11 Distinguish between informative and persuasive passages.</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>RD-M-3.0.14 Distinguish between fact and opinion.</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>RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.</p>	<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>3.1 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>RD-M-1.0.16 Identify literary devices such as foreshadowing, imagery, and figurative language (e.g. similes, metaphors, personification, hyperbole).</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>
<p>RD-M-2.0.14 Summarize information from a 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>