

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Delaware Content Standards for English Language Arts,
Grades 4-5

Delaware Content Standard	Reading Success Program (Level A)
<p>Standard Two, Grade Level 4-5: Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.</p> <p>Constructing meaning at all grade levels involves:</p> <ul style="list-style-type: none"> • understanding vocabulary, including literary devices; • integrating prior knowledge with information from the text (written or oral); 	<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 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> <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; reviewed in Lesson 79</p>
<p>Performance Indicators</p> <p>By the completion of Grade 5, using appropriate text, students will be able to:</p> <p>2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by</p> <ul style="list-style-type: none"> a. using context cues to determine the meaning of 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; 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>
<p>3. self-monitor comprehension while listening, reading, and viewing by</p> <ul style="list-style-type: none"> b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences 	<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; Lessons 6, 8; reviewed in Lessons 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>

4. demonstrate an overall understanding of oral and printed texts by
- a. making and revising predictions as needed
 - d. retelling a story or restating an informative text through speaking and/or writing
 - e. organizing the important points of the text via summaries, outlines, and/or graphic organizers
 - f. identifying the author's purpose
 - h. discriminating between fact and opinion
 - i. drawing conclusions

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 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 11, 12, 14, 17, 22; reviewed in Lessons 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

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 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 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

Standard 6: Paraphrase

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

Standard 7: Rewriting Passages

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

Reading Success Level B Alignment with Delaware English Language Arts Content Standards for Grades 4-5

Delaware English Language Arts Content Standards	Reading Success
<p>By the completion of grade 5, using appropriate text, students will be able to:</p> <p>2) develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending text and messages by</p> <ul style="list-style-type: none"> (A) using context clues to determine the meaning of words 	<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>4) demonstrate an overall understanding of oral and printed texts by</p> <ul style="list-style-type: none"> (A) making and revising predictions as needed; (B) identifying the story elements (e.g. characters, setting, plot); (C) identifying and interpreting figurative language and literary devices (e.g. simile, metaphor, etc.); (D) retelling a story or restating informative text through speaking and/or writing; (E) organizing the important points of the text via summaries, outlines, and/or graphic organizers; (F) identifying the author's purpose (H) discriminating between fact and opinion (J) accepting or rejecting the validity of information and giving supporting evidence 	<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> <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</p>

main theme of the 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.

6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

Standard 7: Poetry

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

Standard 8: Paraphrase

8.1 Given a sentence, students are able to provide a paraphrase of the sentence.

8.2 Given the main idea of a passage, students are able to paraphrase the main idea.

Reading Success Level C Alignment with Delaware English Language Arts Content Standards for Grades 6-8

Delaware English Language Arts Content Standards	Reading Success
<p>By the completion of grade 8, using appropriate text, students will be able to:</p> <p>2) develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending text and messages by</p> <p style="padding-left: 40px;">(A) using context clues to determine the meaning of words</p> <p>4) demonstrate an overall understanding of oral and printed texts by</p> <p style="padding-left: 40px;">(A) making and revising predictions as needed;</p> <p style="padding-left: 40px;">(B) identifying the story elements (e.g. characters, setting, plot);</p> <p style="padding-left: 40px;">(C) identifying and interpreting figurative language and literary devices (e.g. simile, metaphor, allusion.);</p> <p style="padding-left: 40px;">(D) retelling a story or restating informative text through speaking and/or writing;</p> <p style="padding-left: 40px;">(E) organizing the important points of the text via summaries, outlines, and/or graphic organizers;</p> <p style="padding-left: 40px;">(F) identifying the author's purpose</p> <p style="padding-left: 40px;">(H) discriminating between fact and opinion</p> <p style="padding-left: 40px;">(J) accepting or rejecting the validity of information and giving supporting evidence</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 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 5: Main Idea</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.

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.

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 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.

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.

Standard 12: Paraphrase Passage

12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.

12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.

	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.
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