

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Kansas Language Arts Standards for the end of grade 5

Kansas Standard	Reading Success Program (Level A)
<p>Standard 4: Learners demonstrate skills needed to read and respond to literature.</p> <p>Benchmark 1: The proficient reader uses literary concepts to interpret literature.</p> <p>Indicators:</p> <p>The students:</p> <ul style="list-style-type: none"> 1. identify and describe the main characters in narrative literature. 2. restate the main idea in narrative literature. 3. describe the setting in narrative literature. 4. identify problem and solution in narrative literature. 5. identify the concept and supporting details in expository literature. 	<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>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 6, 8, 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 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;</p> <p>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>

Reading Success Level B Alignment with Kansas Reading Standards for Grade 5

Kansas Reading Standards	Reading Success
<p>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 3: The student expands vocabulary.</p> <p>The student...</p> <ol style="list-style-type: none"> 1. determines the meaning of words or phrases by using context clues from sentences or paragraphs 5. determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification 	<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 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 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>
<p>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 4: The student comprehends a wide variety of texts (narrative, expository, technical, and persuasive)</p> <p>The student...</p> <ol style="list-style-type: none"> 3. uses prior knowledge, content, and text features to make, revise, and confirm predictions 4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text 5. uses information from the text to make inferences and draw conclusions 9. retells main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts 10. identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. 11. identifies the author’s purpose (e.g., to persuade, to entertain, to inform) 	<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 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</p>

<p>15. distinguishes between fact and opinion and recognizes propaganda in various types of appropriate-level texts</p>	<p>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>3.4 When presented with a reading passage, students are able to distinguish between a statement that is the main idea of a passage, and statements that are too general to be a good main idea statement.</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 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 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>
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	<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>Standard 8: Paraphrase</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</p>
<p>Standard 2 – Literature: The student responds to a variety of text.</p> <p>Benchmark 1: The student uses literary concepts to interpret and respond to text.</p> <p>The student...</p> <ol style="list-style-type: none"> 1. identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. 2. identifies and describes the setting and explains the 	<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>importance of the setting to the story or literary text</p> <ol style="list-style-type: none"> 3. identifies and describes the major conflict in a story and major events related to the conflict 4. understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject. 	<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>
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Reading Success Level C Alignment with Kansas Reading Standards for Grade 6

Kansas Reading Standards	Reading Success
<p>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 3: The student expands vocabulary.</p> <p>The student...</p> <ol style="list-style-type: none"> determines the meaning of words or phrases using context clues from sentences or paragraphs identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms 	<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 11: Poetry</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>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 4: The student comprehends a wide variety of texts (narrative, expository, technical, and persuasive)</p> <p>The student...</p> <ol style="list-style-type: none"> uses prior knowledge, content, and text features to make, revise, and confirm predictions 	<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>2.2 When presented with a reading passage, students are able to</p>

<ul style="list-style-type: none"> 4. generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text 5. uses information from the text to make inferences and draw conclusions 7. compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts 9. uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order. 10. identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a wide variety of sources in appropriate-level texts. 11. identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose. 15. distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotypes in various types of appropriate-level texts 	<p>answer questions about the chronological order of events in the passage.</p> <ul style="list-style-type: none"> 2.3 Students are able to place a list of events from a reading passage in chronological order. 2.4 When presented with a reading passage, students are able to answer questions about what is left out of a passage. 2.5 When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage. <p>Standard 3: Inference</p> <ul style="list-style-type: none"> 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.
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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.

5.12 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.

	<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 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 2 – Literature: The student responds to a variety of text.</p> <p>Benchmark 1: The student uses literary concepts to interpret and respond to text.</p> <p>The student...</p> <ol style="list-style-type: none"> 1. describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence character's interactions with other characters and elements of the plot, including resolution of the major conflict 2. identifies and describes the setting and explains the importance of the setting to the story or literary text 	<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</p>

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.