

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Nebraska Content Standards for English Language Arts,
Grade 4

Reading / Writing Standards

Nebraska Standard	Reading Success Program (Level A)
<p>4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.</p> <p>4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.</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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</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 41, 42, 43, 44, 46</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.3 The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p> <p>9.4 The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p>9.6 The student is able to define paraphrase as "to say the same thing in other words"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p>

Reading / Writing Standards (continued)

Nebraska Standard	Reading Success Program (Level A)
<p>4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.</p> <p>4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.</p>	<p>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</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.9 The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; Lessons 41, 42, 43, 44, 47, 58, 59, 68</p> <p>9.10 The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how thing are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p>

Reading / Writing Standards (continued)

Nebraska Standard	Reading Success Program (Level A)
<p>4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.</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>2.12 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>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>
<p>4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.</p> <p>4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.</p>	<p>Standard 5: Author's Purpose</p> <p>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</p> <p>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</p> <p>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</p> <p>Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p>
<p>4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p>	<p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p>

Reading Success Level B Alignment with Nebraska Reading/Writing Standards for End of Grade 8

Nebraska Reading/Writing Standards	Reading Success
<p>8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.</p> <ul style="list-style-type: none"> • Answer literal, inferential/interpretive, and critical questions • Evaluate information for relevance and accuracy 	<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>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>3.5 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.</p> <p>3.6 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a statement that tells what the passage is mostly about.</p>

	<p>3.7 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.</p> <p>3.8 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 would make a good title for the passage.</p> <p>3.9 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 mostly describes the passage.</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>3.11 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statements that would be the best title for 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>
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	<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>
<p>8.1.4 By the end of eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p> <ul style="list-style-type: none"> Identify and analyze the elements (characters, settings, plot, conflict, and point of view) Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymoron, onomatopoeia, alliteration, hyperbole) Describe how character traits determine resolution of the conflict 	<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>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 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>6.3 When presented with a passage, students are able to</p>

	<p>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 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>11.3 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.</p>
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	<p>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.</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>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 Nebraska Reading/Writing Standards for End of Grade 8

Nebraska Reading/Writing Standards	Reading Success
<p>8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.</p> <ul style="list-style-type: none"> • Interpret information from diagrams, charts, and graphs • Answer literal, inferential/interpretive, and critical questions • Evaluate information for relevance and accuracy 	<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 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>8.1.4 By the end of eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p> <ul style="list-style-type: none"> • Identify the structure (beginning, middle, end) • Identify and analyze the elements (characters, settings, plot, conflict, and point of view) • Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymoron, 	<p>Standard 2: Literal Questions</p> <p>2.2 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>2.3 When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p>

onomatopoeia, alliteration, hyperbole)

- Describe how character traits determine resolution of the conflict
- Identify directly stated themes in literature

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.
- 5.12** 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 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>
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