

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Pennsylvania Academic Standards for Reading

Pennsylvania Content Standard	Reading Success Program (Level A)
<p>1.1 Learning to read independently</p> <p>1.1.5 Grade 5</p> <p>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</p> <p>E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> Summarize the major ideas, themes, or procedures of the text. Clarify ideas and understandings through rereading and discussion. Make responsible assertions about the ideas from the text by citing evidence. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> Demonstrate 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; Lesson 6</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; Lesson 8</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</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; Lessons 24, 26, 27</p> <p>Reviewed in Lessons 6, 7, 8, 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> <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>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 67</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>

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<p>1.1 Learning to read independently</p> <p>1.1.5 Grade 5</p> <p>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</p> <p>E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Summarize the major ideas, themes, or procedures of the text. • Clarify ideas and understandings through rereading and discussion. • Make responsible assertions about the ideas from the text by citing evidence. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Demonstrate comprehension. 	<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; Lessons 16, 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>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 7: Rewriting Passages</p> <p>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</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; 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; 41, 42, 43, 44, 46 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Pennsylvania Content Standard	Reading Success Program (Level A)
<p>1.2 Reading critically in all content areas</p> <p>1.2.5 Grade 5</p> <p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion across texts. • Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present. • Evaluate text organization and content to determine the author's purpose and effectiveness. 	<p>Standard 2: Main Idea</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; 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>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 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; reviewed in Lessons 76, 78</p>

**Reading Success Level B Alignment with Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening
for Grade 5**

Pennsylvania Academic Standards	Reading Success
<p>1.1 Learning to Read Independently</p> <p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary, or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> Summarize the major ideas, themes, or procedures of the text. Make responsible assertions about the ideas from the text by citing evidence. 	<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> <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 8: Paraphrase</p> <p>8.1 Given a sentence, students are able to provide a paraphrase of</p>

	<p>the sentence.</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</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>1.2 Reading Critically in All Content Areas</p> <p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion across text. • Evaluate text organization and content to determine the author's purpose and effectiveness 	<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 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</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>1.3 Reading, Analyzing, and Interpreting Literature</p> <p>B. Compare the use of literary elements within and among texts including characters, setting, plot, theme, and point of view.</p> <p>C. Describe how the author uses literary devices to convey meaning.</p> <ul style="list-style-type: none"> • Sound techniques (e.g. rhyme, rhythm, meter, alliteration) • Figurative language (e.g., personification, simile, metaphor, hyperbole) 	<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>2.3 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 3: Main Idea</p> <p>3.10 When presented with a list of statements about a reading</p>

passage, students can differentiate between statements that tell details from the passage and the statement that tells the main theme of the passage.

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.

7.5 Presented with short verse, students are able to identify the rhyming pattern of the verse.

7.6 Presented with a poem, students are able to identify the stanzas of the poem.

7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.

Standard 11: Vocabulary (Bonus Words)

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>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 Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening
for Grade 8**

Pennsylvania Academic Standards	Reading Success
<p>1.1 Learning to Read Independently</p> <p>B. Identify and use common organizational structures and graphic features to comprehend information.</p> <p>C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately when speaking and writing.</p> <p>E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters, and ideas. 	<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>Standard 9: Vocabulary (Word Meaning)</p> <p>9.1 Given a model sentence using an unfamiliar word, students</p>

	<p>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>11.7 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>1.2 Reading Critically in All Content Areas</p> <p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness. 	<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>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>1.3 Reading, Analyzing, and Interpreting Literature</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.</p> <p>C. Analyze the effects of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g. rhyme, rhythm, meter, alliteration) • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion) • Read and respond to fiction and nonfiction including poetry and drama. 	<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>3.4 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>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</p>

the main idea of a passage.

Standard 11: Poetry

11.1 Students are able to recognize the stanzas of the poem.

11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.

11.3 Students are able to recognize the rhyming pattern of a poem.

11.4 Presented with poetry, students are able to identify and explain the use of figurative language.

11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.

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.

11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.

11.9 Presented with a poem, students are able to identify and explain the use of metaphor.