

Reading Success, Effective Comprehension Strategies (Level A)  
Alignment with West Virginia Instructional Goals and Objectives for  
English Language Arts, Grade 4

West Virginia Instructional Goals and Objectives	Reading Success Program (Level A)
<p>Reading Comprehension</p> <p>4.20 Identify explicitly stated information/details including, but not limited to: story elements (e.g. setting, character, plot), a set of directions, functional reading (e.g., invitations, bulletins), and expository text.</p> <p>4.24 Skim a short passage for an overview of the material.</p> <p>4.25 Identify theme and main idea of a story.</p> <p>4.26 Draw conclusions and make inferences regarding information related to story elements, functional selections, informational selections, or expository text.</p> <p>4.27 Identify and/or draw conclusions regarding details and the purpose of a set of directions.</p> <p>4.28 Determine an appropriate title for a reading selection (e.g., expository, text, story, biography).</p> <p>4.29 Make predictions based on information provided.</p> <p>4.30 Identify characteristics of fact versus opinion.</p> <p>4.32 Use context clues to determine word meaning.</p> <p>4.39 Recognize non-literal meanings (e.g., similes, metaphors, analogies, idioms, puns).</p> <p>4.40 Paraphrase, summarize, compose questions, and make inferences about material read.</p>	<p><b>Standard 1: Inference</b></p> <p><b>1.1:</b> When presented with a reading passage, the student is able to infer the feelings of characters in the passage.</p> <p><b>1.3:</b> 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><b>1.4:</b> When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage;</p> <p><b>1.6:</b> 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><b>Standard 2: Main Idea</b></p> <p><b>2.12:</b> When presented with a reading passage, the student is able to write a statement of the passage's main idea;</p> <p><b>2.16:</b> When presented with a reading passage, the student is able to discriminate between statements of the passage's title and statements that tell details from the passage;</p> <p><b>2.21:</b> When presented with a reading passage, the student is able to write a good summary statement for the passage; Lessons 13, 16, 18, 54, 56, 61, 67; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p> <p><b>Standard 3: Fact and Opinion</b></p> <p><b>3.1:</b> When presented with a statement, the student is able to determine if the statement is a fact or an opinion and</p>

	<p>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><b>Standard 4: Literal Comprehension</b></p> <p><b>4.1:</b> When presented with a reading passage, the student is able to answer literal questions about the passage;</p> <p><b>4.2:</b> 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><b>Standard 6: Paraphrase</b></p> <p><b>6.4:</b> 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><b>Standard 8: Vocabulary (Word Meanings)</b></p> <p><b>8.2:</b> 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; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p><b>Standard 9: Bonus Words</b></p> <p><b>9.3:</b> 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><b>Standard 10: Figurative Language</b></p> <p><b>10.1:</b> 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>Reading Vocabulary</p> <p>4.44 Recognize the correct meaning of a word with multiple meanings when presented in text.</p> <p>4.45 Apply structural analysis and context clues to decode and encode words.</p>	<p><b>Standard 8: Vocabulary (Word Meanings)</b></p> <p><b>8.1:</b> 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><b>8.2:</b> 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>

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**Reading Success Level B Alignment with West Virginia Reading and English Language Arts  
Content Standards and Objectives for Grade 5**

West Virginia Reading and English Language Arts Content Standards and Objectives	Reading Success
<p><b>RLA.5.1.3 determine main idea and locate supporting details in a literary passage and across the curriculum</b></p>	<p><b>Standard 3: Main Idea</b></p> <p><b>3.1</b> 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><b>3.2</b> When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</p> <p><b>3.3</b> 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><b>3.5</b> 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><b>3.7</b> 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><b>3.12</b> 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</p>

	that tell the main theme, are all different ways of identifying the main idea of a passage.
<b>RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize)</b>	<p><b>Standard 2: Inference</b></p> <p><b>2.2</b> 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><b>2.3</b> 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><b>2.4</b> When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p><b>2.5</b> When presented with a reading passage, students are able to answer questions about what is left out of the passage.</p> <p><b>2.6</b> 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><b>2.7</b> 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><b>Standard 4: Fact and Opinion</b></p> <p><b>4.1</b> 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><b>Standard 5: Literal Comprehension</b></p> <p><b>5.1</b> 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><b>Standard 8: Paraphrase</b></p> <p><b>8.1</b> Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p><b>8.2</b> Given the main idea of a passage, students are able to paraphrase the main idea.</p>
<p><b>RLA.5.1.6 determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's and/or reader's purpose</b></p>	<p><b>Standard 2: Inference</b></p> <p><b>2.2</b> 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><b>2.3</b> 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><b>2.4</b> When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p><b>2.5</b> When presented with a reading passage, students are able to answer questions about what is left out of the passage.</p> <p><b>2.6</b> 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><b>Standard 6: Author's Purpose</b></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><b>Standard 11: Vocabulary (Bonus Words)</b></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>
RLA.5.1.7 identify figurative language in text (e.g., hyperbole, alliteration)	<p><b>Standard 11: Vocabulary (Bonus Words)</b></p> <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><b>11.6</b> 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><b>11.7</b> 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><b>11.10</b> 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><b>11.11</b> 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><b>11.13</b> 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>
<b>RLA.5.1.10 read types of poetry that use inversion, rhyme, and rhythm</b>	<p><b>Standard 7: Poetry</b></p> <p><b>7.1</b> Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p><b>7.5</b> Presented with short verse, students are able to identify the rhyming pattern of the verse.</p> <p><b>7.6</b> Presented with a poem, students are able to identify the stanzas of the poem.</p> <p><b>7.7</b> Presented with a poem, students are able to recognize and</p>



	<p>discuss symbolism within the poem.</p> <p><b>7.10</b> Presented with a poem, students are able to participate in a discussion about the poem.</p>
<b>RLA.5.1.12 use denotation to understand meaning</b>	<p><b>Standard 10: Vocabulary (Word Meaning)</b></p> <p><b>10.1</b> 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><b>10.2</b> 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><b>10.3</b> 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>

**Reading Success Level C Alignment with West Virginia Reading and English Language Arts  
Content Standards and Objectives for Grade 6**

<b>West Virginia Reading and English Language Arts Content Standards and Objectives</b>	<b>Reading Success</b>
<b>RLA.6.1.3 determine theme and locate supporting details in a literary passage and across the curriculum</b>	<p><b>Standard 5: Main Idea</b></p> <p><b>5.1</b> 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><b>5.2</b> 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><b>5.6</b> 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><b>5.12</b> 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>
<b>RLA.6.1.5 use comprehension skills (e.g., draw conclusions; interpret meaning)</b>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> 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><b>2.2</b> When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p> <p><b>Standard 3: Inference</b></p> <p><b>3.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p><b>3.2</b> 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><b>3.3</b> 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><b>3.4</b> 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><b>3.5</b> When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p> <p><b>Standard 6: Fact and Opinion</b></p> <p><b>6.1</b> 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>
<b>RLA.6.1.6 determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's and/or reader's purpose</b>	<p><b>Standard 8: Author's Purpose</b></p> <p><b>8.1</b> 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><b>8.2</b> When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p><b>8.3</b> When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
<b>RLA.6.1.7 identify figurative language in text (e.g., simile, metaphor, personification)</b>	<p><b>Standard 11: Poetry</b></p> <p><b>11.2</b> Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p><b>11.6</b> Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p><b>11.7</b> Presented with a poem, students are able to identify and explain the use of idiom.</p> <p><b>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<b>RLA.6.1.9 identify and classify types of poetry that use inversion, rhyme, and rhythm</b>	<p><b>Standard 11: Poetry</b></p> <p><b>11.1</b> Students are able to recognize the stanzas of the poem.</p> <p><b>11.3</b> Students are able to recognize the rhyming pattern of a poem.</p> <p><b>11.8</b> Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p>
<b>RLA.6.1.11 use connotation and denotation to understand</b>	<b>Standard 9: Vocabulary (Word Meaning)</b>

<b>meaning</b>	<p><b>9.1</b> 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><b>9.2</b> 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>
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