

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Oklahoma Priority Academic Student Skills in Language Arts, Grade 4

Oklahoma Priority Academic Skills	Reading Success Program (Level A)
<p>I. Reading Process: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p>A. Vocabulary: Knowledge of words and meanings.</p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context). 3. Use synonyms, antonyms, homonyms, and multiple meaning words correctly. <p>B. Comprehension: Ability to interact with the words and concepts in the text to understand what the writer has said.</p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of grade 4. 2. Use reading strategies independently (e.g., preview, activate prior knowledge, predict content of text, formulate questions that be answered by the text, establish purpose for reading). 3. Continue to predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues independently. 4. Make, confirm, or revise predictions during reading. 5. Visualize descriptions in written text. 6. Adjust reading rate to match difficulty of the text. 	<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</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 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 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 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; Lesson 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>

Oklahoma Priority Academic Skills	Reading Success Program (Level A)
<p>II. Responding to Text: Students read, construct meaning, and respond to a variety of literary forms.</p> <p>The student will:</p> <ul style="list-style-type: none"> A. Recognize the characteristics and organization of narrative text (e.g., characters, setting, plot, goal/conflict, resolution). B. Identify the characters' actions, traits, feelings, and motives. E. Know the defining characteristics of a variety of genre (e.g., play, poetry, fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, autobiography). F. Identify the theme and main idea when interpreting narrative text. G. Paraphrase expository text by stating important ideas and supporting details. I. Distinguish between fact/opinion and fiction/nonfiction. J. Make inferences and draw conclusions from informational text and stories beyond personal experience. M. Interpret meaning of figurative language (e.g., similes, metaphors, idioms, and personification). O. Recognize the author's purpose for writing the text (e.g., to inform, to entertain). P. Support ideas by reference to evidence in the text. 	<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;</p> <p>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>II. Responding to Text: Students read, construct meaning, and respond to a variety of literary forms.</p> <p>The student will:</p> <ul style="list-style-type: none"> C. Recognize the characteristics and organization of narrative text (e.g., characters, setting, plot, goal/conflict, resolution). D. Identify the characters' actions, traits, feelings, and motives. H. Know the defining characteristics of a variety of genre (e.g., play, poetry, fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, autobiography). I. Identify the theme and main idea when interpreting narrative text. J. Paraphrase expository text by stating important ideas and supporting details. K. Distinguish between fact/opinion and fiction/nonfiction. L. Make inferences and draw conclusions from informational text and stories beyond personal experience. N. Interpret meaning of figurative language (e.g., similes, metaphors, idioms, and personification). P. Recognize the author's purpose for writing the text (e.g., to inform, to entertain). P. Support ideas by reference to evidence in the text. 	<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> <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 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>

Reading Success Level B Alignment with Oklahoma Language Arts Priority Academic Student Skills for Grade 5

Oklahoma Language Arts Priority Academic Student Skills	Reading Success
<p>Standard 1: Vocabulary – the student will develop and expand their knowledge of words and word meanings to increase their vocabulary.</p> <ol style="list-style-type: none"> 1. Words in Context <ol style="list-style-type: none"> a. Use knowledge of word parts and word relationships, as well as context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. b. Use prior experience and context to understand and explain the figurative use of words and similes and metaphors 	<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>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>11.3 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> <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</p>

	<p>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>Standard 3: Comprehension/Critical Literacy – The student will interact with the words and concepts in the text to construct an appropriate meaning.</p> <ol style="list-style-type: none"> 1. Literal Understanding <ol style="list-style-type: none"> c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas 2. Inferences and Interpretation <ol style="list-style-type: none"> a. Apply prior knowledge and experience to make inferences and respond to new information presented in text. b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge 	<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>2.6 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</p>

- d. Make inferences and draw conclusions about character's qualities and actions (e.g. based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
- 3. Summary and Generalization
 - a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
 - c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
- 4. Analysis and Evaluation
 - b. Identify the main problem or conflict of the plot and explain how it is resolved.
 - f. Distinguish among facts and inferences supported by evidence and opinions in text.

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.

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.

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.

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 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.

	<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>
<p>Standard 4: Literature – the student will read to contrast meaning and respond to a wide variety of literary forms.</p> <ol style="list-style-type: none"> 2. Literary Elements – Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work. <ol style="list-style-type: none"> c. Identify the author’s purpose (persuade, inform, or entertain) 3. Figurative Language and Sound Devices – Identify figurative language and sound devices in writing and how they affect the development of a literary work. <ol style="list-style-type: none"> b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms. d. Interpret poetry and recognize poetic styles 	<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>6.5 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>7.5 Presented with short verse, students are able to identify the rhyming pattern of the verse.</p> <p>7.6 Presented with a poem, students are able to identify the stanzas of the poem.</p>

	<p>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>7.8 Presented with a poem, students are able to write a paragraph on what the poem is about.</p> <p>7.9 Presented with a poem, students are able to write a summary of the poem.</p> <p>7.10 Presented with a poem, students are able to participate in a discussion about 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> <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</p>
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	<p>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>
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Reading Success Level C Alignment with Oklahoma Language Arts Priority Academic Student Skills for Grade 6

Oklahoma Language Arts Priority Academic Student Skills	Reading Success
<p>Standard 1: Vocabulary – the student will develop and expand their knowledge of words and word meanings to increase their vocabulary.</p> <ol style="list-style-type: none"> 1. Words in Context <ol style="list-style-type: none"> a. Use knowledge of word parts and word relationships, as well as context clues, to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts. b. Use prior experience and context to analyze and explain the figurative use of words, similes, metaphors, and multiple meaning words. 	<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>11.7 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 3: Comprehension/Critical Literacy – The student will interact with the words and concepts in the text to construct an appropriate meaning.</p> <ol style="list-style-type: none"> 1. Literal Understanding <ol style="list-style-type: none"> c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information. 	<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 answer questions about the chronological order of events in the passage.</p>

2. Inferences and Interpretation

- a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge
- d. Make inferences or draw conclusions about character's qualities and actions (e.g. based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).

3. Summary and Generalization

- a. Summarize and paraphrase information including the main idea and significant supporting details.
- c. Support reasonable statements and conclusions by reference to relevant aspects of texts and examples.
- d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order)
- f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

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.
- 5.11** When presented with a reading passage, students are able to identify a main idea statement for an individual paragraph within a 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 10: Summarize Passage

10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.

10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short

	<p>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 4: Literature – the student will read to contrast meaning and respond to a wide variety of literary forms.</p> <p>2. Literary Elements – The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</p> <ol style="list-style-type: none"> Identify and explain elements of fiction, including plot, conflict, character, setting, and theme. Determine the author’s purpose (persuade, inform, or entertain) and point of view, whether explicitly or implicitly stated and how it affects the text. <p>3. Figurative Language and Sound Devices – The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.</p> <ol style="list-style-type: none"> Identify and explain figurative language, including symbolism, imagery, metaphors, personification, simile, and idioms. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme. 	<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>

- c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned)
- d. Identify and describe the function and effect of common literary devices such as imagery and symbolism

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

11.1 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.

	<p>11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
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