

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

**Standard 1: Reading: Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.**

***R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes, and word origins to decode words unfamiliar in print.***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
PO 3. Confirm the meaning of words using context clues	<b>Standard 8: Word Meanings</b> <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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49 <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 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79

***R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections.***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
<p><b>PO 1.</b> Identify the main ideas; critical and supporting details; and the author's purpose, feelings, and point of view of the text</p>	<p><b>Standard 2: Main Idea</b></p> <p><b>2.10</b> 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><b>2.11</b> When presented with a reading passage, the student is able to select the main idea of the passage from a list; Lessons 9, 11, 12</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; Lessons 13, 16, 18</p> <p><b>2.13</b> 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><b>Standard 5: Author's Purpose</b></p> <p><b>5.2</b> 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>

***R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. (continued)***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
<p><b>PO 1.</b> Identify the main ideas; critical and supporting details; and the author's purpose, feelings, and point of view of the text</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; Lesson 6</p> <p><b>1.2</b> When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</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; Lesson 8</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; Lessons 11, 12, 14, 17, 22</p> <p><b>1.5</b> When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</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><b>PO 2.</b> Distinguish fact from opinion</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 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>

***R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. (continued)***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
<p>PO 3. Summarize the text in own words</p>	<p><b>Standard 2: Main Idea</b></p> <p><b>2.14</b> 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 good summary statement for the passage; Lessons 29, 52</p> <p><b>2.15</b> When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31</p> <p><b>2.17</b> When presented with a reading passage, the student is able to discriminate between statements that summarize the passage and statements that tell details from the passage, and write a paraphrase of the summary statement; Lessons 41, 44</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; Lesson 67</p> <p>Reviewed in Lessons 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p>

***R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. (continued)***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
<p><b>PO 3.</b> Summarize the text in own words</p>	<p><b>Standard 7: Rewriting Passages</b></p> <p><b>7.1</b> When presented with a reading passage, the student is able to rewrite the passage in his or her own words when a summary list of details from the passage is provided as a prompt; Lessons 46, 47, 48, 49, 51, 53, 57, 59</p> <p><b>7.2</b> When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74</p> <p><b>7.3</b> 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>Reviewed in Lessons 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p>
<p><b>PO 6.</b> Identify the text in chronological, sequential, or logical order</p>	<p><b>Standard 1: Inference</b></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; Lessons 24, 26, 27; reviewed in Lessons 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>

***R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections. (continued)***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
<p>PO 7. Make an inference using contextual clues</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; Lesson 6</p> <p><b>1.2</b> When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</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; Lesson 8</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; Lessons 11, 12, 14, 17, 22</p> <p><b>1.5</b> When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</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; 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>

***R-E4. Identify the author's purpose, position, bias, and strategies in a persuasive selection. (continued)***

Arizona Content Standard (Grades 4-5)	Reading Success Program (Level A)
PO 1. Identify the author's purpose and use of details to support the purpose.	<p><b>Standard 5: Author's Purpose</b></p> <p><b>5.2</b> 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><b>5.3</b> 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><b>5.4</b> 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 34, 39, 41, 42, 48, 49, 76, 78</p>

## Reading Success Level B Alignment with Arizona Reading Standards for Grade 5

Arizona Reading Standards	Reading Success
<p><b>Reading Process</b></p> <p><b>Concept 4: Vocabulary</b></p> <p>PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings.</p> <p>PO 3. Determine the difference between figurative language and literal language.</p> <p>PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.</p>	<p><b>Standard 10: 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> <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>Standard 11: Vocabulary (Bonus Words)</b></p> <p><b>11.5</b> 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>11.7</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</p>



<p><b>Reading Process</b>  <b>Concept 6: Comprehension Strategies</b>          PO 6. Use reading strategies (e.g. drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p>	<p>describe personification in poems and passages.</p> <p><b>Standard 2: Inference</b>  <b>2.1</b> When presented with a reading passage, students are able to infer the feelings of characters in the passage.  <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.  <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.  <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>Standard 5: Literal Comprehension</b>  <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>Comprehending Literary Text</b>  <b>Concept 1: Elements of Literature</b>          PO 1. Identify the components of a plot          PO 2. Identify the theme of a literary selection          PO 4. Analyze how a character's traits influence that character's actions          PO 6. Determine all the aspects of the setting in a literary</p>	<p><b>Standard 2: Inference</b>  <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.  <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>Standard 3: Main Idea</b></p>

<p>selection</p> <p>PO 8. Identify types of poetry</p>	<p><b>3.10</b> 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><b>Standard 11: Vocabulary (Bonus Words)</b>  <b>11.14</b> Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.</p> <p><b>Standard 7: Poetry</b>  <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>Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b>  PO 1. Identify the main idea and supporting details in expository text</p> <p>PO 2. Distinguish fact from opinion in expository text, using supporting details from text</p> <p>PO 3. Determine author's main purpose for writing the expository text</p> <p>PO 8. Draw valid conclusions based on information gathered from expository text</p>	<p><b>Standard 3: Main Idea</b>  <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>3.3</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>3.12</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>

	<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 6: Author's Purpose</b></p> <p><b>6.1</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>
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## Reading Success Level C Alignment with Arizona Reading Standards for Grade 6

Arizona Reading Standards	Reading Success
<p><b>Reading Process</b>  <b>Concept 4: Vocabulary</b>            PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p>	<p><b>Standard 9: Vocabulary (Word Meaning)</b>  <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> <p><b>Standard 11: Poetry</b>  <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>
<p><b>Reading Process</b>  <b>Concept 6: Comprehension Strategies</b>            PO 4. Use graphic organizers in order to clarify the meaning of the text.</p> <p>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to</p>	<p><b>Standard 2: Literal Questions</b>  <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</p>

<p>comprehend text.</p>	<p>answer questions about the chronological order of events in the passage.</p> <p><b>2.3</b> Students are able to place a list of events from a reading passage in chronological order.</p> <p><b>Standard 3: Inference</b></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>Standard 7: Text Organization</b></p> <p><b>7.1</b> Students are able to use graphic organizers to better understand reading passages.</p> <p><b>7.2</b> Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p><b>7.3</b> 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.</p>
<p><b>Comprehending Literary Text</b>  <b>Concept 1: Elements of Literature</b>  PO 2. Identify the theme in works of prose, poetry, and drama.</p> <p>PO 3. Describe the motivations of major and minor characters.</p> <p>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution</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</p>

<p>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice</p> <p>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language)</p>	<p>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>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>5.12</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> <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>11.2</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>11.3</b> Students are able to recognize the rhyming pattern of a poem.</p> <p><b>11.4</b> Presented with poetry, students are able to identify and explain the use of figurative language.</p>
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	<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>11.8</b> Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p><b>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p><b>Comprehending Informational Text</b></p> <p><b>Concept 1: Expository Text</b></p> <p>PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p> <p>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.</p> <p>PO 9. Draw valid conclusions about expository text, supported by text evidence</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.4</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>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>5.12</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> <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> <p><b>6.2</b> Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p> <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>
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