

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

Standard: Interpretation and Evaluation

Grades: Intermediate Grades 4-5

Minnesota Content Standard	Reading Success Program (Level A)
<p>A student shall interpret and evaluate information from age-appropriate nonfiction and fiction selections be reading, listening, and viewing to:</p> <ol style="list-style-type: none"> 1. distinguish fact from opinion in nonfiction selections; 2. interpret figurative language; 3. make predictions based on information in the selection; 5. understand ideas not stated explicitly in the selection. 	<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 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 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</p> <p>10.2</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

Standard: Literal Comprehension

Grades: Intermediate Grades 4-5

Minnesota Content Standard	Reading Success Program (Level A)
<p>A student shall demonstrate comprehension of literal meaning by:</p> <p>1. reading, listening, and viewing of nonfiction and fiction selections to identify main ideas and support details, retell main events or ideas in sequence, pronounce new words using phonics, demonstrate techniques of improving and expanding vocabulary, and demonstrate an age-appropriate reading rate.</p>	<p>Standard 2: Main Idea</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>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> <p>Standard 7: Rewriting Passages</p> <p>7.2 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>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; 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>

Reading Success Level B Alignment with Minnesota Reading and Literature Standards for Grade 5

Minnesota Reading and Literature Standards	Reading Success
<p>I. Reading and Literature B. Vocabulary Expansion The student will...</p> <ol style="list-style-type: none"> 4. Analyze word structure and use of context clues in order to understand new words. 	<p>Standard 10: Vocabulary (Word Meaning) 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>I. Reading and Literature C. Comprehension The student will...</p> <ol style="list-style-type: none"> 2. Recall and use prior learning and preview text to prepare for reading. 4. Identify main idea and supporting details in fiction text. 5. Infer main ideas and determine relevant details in non-fiction texts. 7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read 8. Distinguish fact from opinion and provide evidence to support conclusions 11. Critically read and evaluate text to identify author's point of view and purpose. 	<p>Standard 3: Main Idea 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>3.3 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>3.5 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>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.</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>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>I. Reading and Literature</p> <p>D. Literature</p> <p>The student will...</p> <ol style="list-style-type: none"> Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone, and theme and the ways they convey meaning. Identify and determine the meanings of similes and metaphors. 	<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>2.4 When presented with a reading passage, students are able to answer questions about exceptions to the information found in the passage.</p> <p>2.5 When presented with a reading passage, students are able to answer questions about what is left out of 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>

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.

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.

Standard 11: Vocabulary (Bonus Words)

11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.

Reading Success Level C Alignment with Minnesota Reading and Literature Standards for Grade 6

Minnesota Reading and Literature Standards	Reading Success
<p>I. Reading and Literature</p> <p>B. Vocabulary Expansion</p> <p>The student will...</p> <ol style="list-style-type: none"> Recognize and interpret similes, metaphors, and words with multiple meanings. 	<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>11.6 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>
<p>I. Reading and Literature</p> <p>C. Comprehension</p> <p>The student will...</p> <ol style="list-style-type: none"> Summarize and paraphrase what is read Generate and answer literal, inferential, interpretive, and evaluative questions to demonstrate understanding about what is read. 	<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>

5. Identify the main idea and supporting details.
7. Distinguish fact from opinion and give examples from text.
8. Identify the author's purpose (stated or implied), audience and message.
11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall, and summarize content.

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.

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.

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.

	<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>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short 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>I. Reading and Literature D. Literature</p>	<p>Standard 3: Inference</p> <p>3.1 When presented with a reading passage, students are able to</p>

The student will...

3. Identify and describe the relationship among elements of fiction including setting, character, plot, conflict/resolution, theme and tone.
5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of text.
7. Describe how meaning is conveyed in poetry the author's stylistic choices

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 11: Poetry

- 11.2** Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.
- 11.4** Presented with poetry, students are able to identify and explain the use of figurative language.
- 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.
- 11.9** Presented with a poem, students are able to identify and

explain the use of metaphor.

Standard 13: Vocabulary (Bonus Words)

13.3 Students learn the meaning and spelling of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.