

# Reading Success, Effective Comprehension Strategies (Level A)

## Alignment with Wyoming Content and Performance Standards for Language Arts

Wyoming Content Standard	Reading Success Program (Level A)
<p>1. Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.</p> <p>Benchmarks Grade 4</p> <p>3. Students gain meaning of new vocabulary words in reading passages (i.e., context clues, diagrams, illustrations, captions, and glossary).</p> <p>4. Students use comprehension strategies to make predictions, identify the main idea and supporting details, compare and contrast, and summarize.</p> <p>5. Students analyze literature for the elements of a story (i.e., setting, character traits, sequence of events, and problem and solution).</p> <p>6. Students read and interpret written directions, diagrams, maps, charts, graphs, and tables.</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>2.10:</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;</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;</p> <p>Lessons 9, 11, 12; reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 67, 68, 71, 72, 73, 74, 77, 79</p> <p><b>Standard 4: Literal Comprehension</b></p> <p><b>4.2:</b> When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17; 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,</p>

	<p>77, 78, 79</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>
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## Reading Success Level B Alignment with Wyoming Language Arts Content and Performance Standards for Grade 5

Wyoming Language Arts Content and Performance Standards	Reading Success
<p><b>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</b></p> <ul style="list-style-type: none"> <li>C. Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level appropriate text</li> <li>D. Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</li> </ul>	<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 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</p>

details from the passage, and to write a main idea statement for the passage.

**3.7** 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.

**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 6: Author's Purpose**

**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.

**Standard 8: Paraphrase**

**8.1** Given a sentence, students are able to provide a paraphrase of

	<p>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>II. Students demonstrate an understanding of a variety of literary texts</b></p> <p>A. Students make connections between characters, character traits, setting, and plot.</p> <p>C. Students recognize descriptive language and imagery.</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><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 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</p>

	<p>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> <p><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>
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## Reading Success Level C Alignment with Wyoming Language Arts Content and Performance Standards for Grade 6

Wyoming Language Arts Content and Performance Standards	Reading Success
<p><b>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</b></p> <p style="padding-left: 40px;">C. Students comprehend main idea and supporting details in grade-level appropriate texts through interpretation, inference, and analyzing, and read in both the literal and inferential levels, supplying textual evidence, and prior knowledge.</p>	<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>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>3.5</b> When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p> <p><b>Standard 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>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>II. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.</b></p> <p>C. Students identify similes and metaphors.</p>	<p><b>Standard 11: Poetry</b></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>11.9</b> Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p><b>III. Students demonstrate understanding of informational texts.</b></p> <p>A. Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.2</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 7: Text Organization</b></p> <p><b>7.1</b> Students are able to use graphic organizers to better understand reading passages.</p>
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