

# Reading Success, Effective Comprehension Strategies (Level A)

## Alignment with Vermont Frameworks for Reading

Vermont Content Standard	Reading Success Program (Level A)
<p>Reading Strategies</p> <p>1.1 Students use a variety of strategies to help them read. This is evident when students use a combination of strategies including:</p> <ul style="list-style-type: none"> <li>c. meaning in context</li> </ul>	<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;</p> <p>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>
<p>Reading Comprehension</p> <p>1.2 Students read for meaning, demonstrating both initial understanding and personal response to what is read. This is evident when students:</p> <ul style="list-style-type: none"> <li>a. comprehend grade-appropriate materials;</li> <li>b. analyze and interpret features of a variety of types of texts;</li> </ul>	<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>

	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
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## Reading Success Level B Alignment with Vermont Communication Standards for Grades 5-8

Vermont Communication Standards	Reading Success
<p><b>1.1 Students use a variety of strategies to help them read.</b>  <b>This is evident when students use a combination of strategies including:</b>  c. Meaning in context</p>	<p><b>Standard 10: Vocabulary (Word Meaning)</b>  <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>1.2 Students read for meaning, demonstrating both initial understanding and personal response to what is read.</b>  <b>This is evident when students:</b>  b. Analyze and interpret features of a variety of types of 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>3.12</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>  <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>

**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.
- 6.2** When presented with a passage, students are able to select a statement of the author's specific purpose from a list.
- 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.
- 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.
- 6.5** When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

**Standard 7: Poetry**

- 7.5** Presented with short verse, students are able to identify the rhyming pattern of the verse.
- 7.6** Presented with a poem, students are able to identify the stanzas of the poem.
- 7.7** Presented with a poem, students are able to recognize and discuss symbolism within the poem.
- 7.8** Presented with a poem, students are able to write a paragraph on what the poem is about.

	<p><b>7.9</b> Presented with a poem, students are able to write a summary of the poem.</p> <p><b>7.10</b> Presented with a poem, students are able to participate in a discussion about the poem.</p> <p><b>Standard 11: Vocabulary (Bonus Words)</b></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>
<p><b>5.13 Students respond to literary texts and public documents using interpretive, critical, and evaluative processes. This is evident when students:</b></p> <ul style="list-style-type: none"> <li>a. Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them</li> <li>c. Analyze the impact of authors' decisions regarding word choice and content</li> <li>e. Describe how linguistic structures and the diverse features of language can influence interpretations of texts</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>2.6</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 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 7: Poetry</b></p> <p><b>7.1</b> Presented with short verse, students are able to identify and</p>

	<p>explain the use of figurative language.</p> <p><b>7.2</b> Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p><b>7.3</b> Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p><b>7.4</b> Presented with short verse, students are able to identify and explain the use of idiom.</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>11.6</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>
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	<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.
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## Reading Success Level C Alignment with Vermont Communication Standards for Grades 5-8

Vermont Communication Standards	Reading Success
<p><b>1.1 Students use a variety of strategies to help them read. This is evident when students use a combination of strategies including:</b></p> <ul style="list-style-type: none"> <li>c. Meaning in context</li> </ul>	<p><b>Standard 9: Vocabulary (Word Meaning)</b></p> <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>
<p><b>1.7 In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students:</b></p> <ul style="list-style-type: none"> <li>c. Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.</li> </ul>	<p><b>Standard 3: Inference</b></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>Standard 5: Main Idea</b></p> <p><b>5.8</b> Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p><b>5.9</b> Given the main idea statement of a reading passage, students are able to write a detail from the passage that supports the main idea.</p>



	<p><b>Standard 6: Fact and Opinion</b>  <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 7: Text Organization</b>  <b>7.1</b> Students are able to use graphic organizers to better understand reading passages.</p>
<p><b>5.11 Students use literary elements and devices – including theme, plot, style, imagery, and metaphor – to analyze, compare, interpret, and create literature.</b></p> <p><b>5.13 Students respond to literary texts and public documents using interpretive, critical, and evaluative processes. This is evident when students:</b></p> <ul style="list-style-type: none"> <li>a. Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them</li> <li>c. Analyze the impact of authors’ decisions regarding word choice and content</li> <li>e. Describe how linguistic structures and the diverse features of language can influence interpretations of texts</li> </ul>	<p><b>Standard 3: Inference</b>  <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 8: Author’s Purpose</b>  <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</p>

	<p>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> <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>
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