

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

Content Standard 1: Reading and Responding: Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.

Connecticut Content Standard (K-4)	Reading Success Program (Level A)
<ul style="list-style-type: none"> Describe the text by giving an initial reaction to the text and describing its general content and purpose; <p>K-4: Students will describe the thoughts, opinions, and questions that arise as they read, view, or listen to a text and use relevant information from the text to summarize the content.</p>	<p>Standard 2: Main Idea</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; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p>
<ul style="list-style-type: none"> Interpret the text by using prior knowledge and experiences; <p>K-4: Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships, or ideas within a work.</p>	<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>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>

Content Standard 1: Reading and Responding: Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts. (continued)

Connecticut Content Standard (K-4)	Reading Success Program (Level A)
<ul style="list-style-type: none"> • Generate questions before, during, and after reading, writing, listening, and viewing; <p>K-4: Students will ask and answer their own and each other's literal and inferential text-related questions.</p>	<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; 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>
<ul style="list-style-type: none"> • Make and confirm or revise predictions; <p>K-4: Students will listen to, read, and view texts, tell periodically how they think texts will turn out, then read to decide if their predictions prove accurate.</p>	<p>Standard 1: Inference</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; 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>
<ul style="list-style-type: none"> • Select and apply efficient and effective word recognition strategies, including contextual clues, picture clues, phonics, and structural analysis; <p>K-4: Students will learn and use effectively the complete variety of word recognition strategies to aid in comprehension.</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 Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

Content Standard 1: Reading and Responding: Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts. (continued)

Connecticut Content Standard (K-4)	Reading Success Program (Level A)
<ul style="list-style-type: none"> Identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters, and setting in narratives; <p>K-4: Students will retell and evaluate stories and select the most important facts from informational texts.</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 2: Main Idea</p> <p>2.14 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; reviewed in Lessons 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p>
<ul style="list-style-type: none"> Make inferences about ideas implicit in narrative, expository, persuasive, and poetic texts; <p>K-4: Students will support their inferences, orally and/or in writing, by referring to the materials read.</p>	<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; 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>

Reading Success Level B Alignment with Connecticut Language Arts Content Standards for Grades 5-8

Connecticut Language Arts Content Standards	Reading Success
<p>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will describe the thoughts, opinions, and questions that arise as they read, view, or listen to a text, and then identify the central idea, purpose, or theme of a work. 	<p>Standard 3: Main Idea 3.10 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>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.</p> <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.</p>
<p>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work and draw conclusions about author's purpose. 	<p>Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in 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>2.6 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>Standard 3: Main Idea</p>

	<p>3.10 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>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>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will apply all appropriate word recognition strategies to perfect reading fluency. 	<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>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will use the elements of narratives text to understand fiction and will use the elements of nonfiction to identify pertinent data. 	<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>2.3 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>2.6 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>Standard 3: Main Idea</p> <p>3.10 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>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 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>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will identify specific passages that support the ideas they take from both fiction and nonfiction. 	<p>Standard 2: Inference</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>2.5 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> <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>
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Reading Success Level C Alignment with Connecticut Language Arts Content Standards for Grades 5-8

Connecticut Language Arts Content Standards	Reading Success
<p>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will describe the thoughts, opinions, and questions that arise as they read, view, or listen to a text, and then identify the central idea, purpose, or theme of a work. 	<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> <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>Standard 5: Main Idea</p> <p>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.</p> <p>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.</p>
<p>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work and draw conclusions about author's purpose. 	<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</p>

	<p>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> <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>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will determine and use the structure of a written work to construct meaning and to select the best comprehension tool (retelling, using graphic organizers or story frames, writing to find meaning, etc.) for their purpose. 	<p>Standard 7: Text Organization</p> <p>7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>7.2 Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p>7.3 When presented with an incomplete graphic organizer that</p>

	corresponds to a reading passage, students are able to use information from the passage to complete the graphic organizer.
Content Standard 1: Reading and Responding <ul style="list-style-type: none"> Students will apply all appropriate word recognition strategies to perfect reading fluency. 	Standard 9: Vocabulary (Word Meaning) <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>
Content Standard 1: Reading and Responding <ul style="list-style-type: none"> Students will use the elements of narrative text to understand fiction and will use the elements of nonfiction to identify pertinent data. 	Standard 3: Inference <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> Standard 5: Main Idea

	<p>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.</p> <p>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.</p> <p>Standard 6: Fact and Opinion</p> <p>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.</p> <p>6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p>
<p>Content Standard 1: Reading and Responding</p> <ul style="list-style-type: none"> Students will identify the specific passages that support the ideas they take from both fiction and nonfiction. 	<p>Standard 3: Inference</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>Standard 6: Fact and Opinion</p> <p>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</p>