

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Hawaii Content Standard for Reading and Literature,
Grades 4-5

Hawaii Content Standard	Reading Success Program (Level A)
<p>Comprehension Process</p> <p>1. Use strategies within the reading processes to construct meaning.</p> <p>4-5</p> <ul style="list-style-type: none"> • Infer ideas from text. • Recognize breakdowns in comprehension, and repair these breakdowns by asking questions, seeking clarification, and summarizing. • Integrate important information gathered from a long passage or text to interpret meaning. 	<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 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 2: Main Idea</p> <p>2.10: 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; 2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; 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>Conventions and Skills</p> <p>2. Apply knowledge of the conventions of language and texts to construct meaning.</p> <p>4-5</p> <ul style="list-style-type: none"> • Use knowledge of story elements (e.g., character, setting, mood, incident, structure) to interpret text. • Differentiate between literal and figurative language and infer appropriate meaning when reading. 	<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. 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; Lessons 6; reviewed in Lessons 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>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; reviewed in Lesson 79</p>

<p>Response</p> <p>3. Respond to texts from a range of stances: initial, understanding, personal, interpretive, and critical. 4-5</p> <ul style="list-style-type: none"> • State the important ideas and interpret author's message, theme, or generalization. 	<p>Standard 2: Main Idea</p> <p>2.10: 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>2.21: When presented with a reading passage, the student is able to write a good summary statement for the passage; 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>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>
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Reading Success Level B Alignment with Hawaii Performance Indicator Progression for Language Arts for Grades 4-5

Hawaii Performance Indicator Progression	Reading Success
<p>The student: Makes inferences, draws conclusions, or makes judgments using information in the text.</p>	<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>2.6 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> <p>Standard 3: Main Idea</p> <p>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>3.10 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>3.12 Students learn that statements about what a passage is mostly</p>

	<p>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 4: Fact and Opinion</p> <p>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>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>The student:</p> <p>Draws conclusions and makes inferences to interpret text.</p> <p>Maintains the focus on the text by summarizing when focus is</p>	<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>lost.</p> <p>Synthesizes new information with what is already known to create new understandings.</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>2.6 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> <p>Standard 3: Main Idea</p> <p>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>3.2 When presented with a reading passage, students are able to select the main idea of the passage from a list of possibilities.</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>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>The student:</p> <p>Describes figurative language (e.g. simile, metaphor, hyperbole,</p>	<p>Standard 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and</p>

<p>personification) and identifies its use in literary works.</p>	<p>explain the use of figurative language.</p> <p>7.2 Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p>Standard 11: Vocabulary (Bonus Words) 11.10 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>The student: Interprets theme or author's message using specific information from the text to reach conclusions (e.g. citing specific pages in the text to reach a conclusion(s); retelling part of the text as evidence; reading passages from the text to support statements).</p>	<p>Standard 2: Inference 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> <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>3.12 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</p>

that tell the main theme, are all different ways of identifying the main idea of a passage.

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.

6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.

Reading Success Level C Alignment with Hawaii Performance Indicator Progression for Language Arts for Grades 6-8

Hawaii Performance Indicator Progression	Reading Success
<p>The student: Searches for and identifies important clues and evidence from texts to construct meaning and determine understanding.</p>	<p>Standard 2: Literal Questions 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 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 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>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.</p> <p>Standard 7: Text Organization 7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>Standard 8: Author's Purpose 8.1 When presented with a reading passage, students are able to</p>

	use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.
<p>The student: Uses information from reading, prior knowledge, and discussion with others to develop, share, and reconsider understanding of text.</p>	<p>Standard 2: Literal Questions 2.2 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 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 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>The student: Uses knowledge of conventions of fiction (e.g., plot, setting, characterization, conflict) to analyze and interpret short stories.</p> <p>Uses knowledge of organizational patterns (e.g., chronological, main point with supporting details) to analyze and interpret non-fiction texts (e.g., diaries, journalistic writing, biographies)</p>	<p>Standard 3: Inference 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</p>

	<p>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 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>The student: Uses knowledge of poetic devices (e.g., rhyme, rhythm, alliteration, lining) to analyze and interpret narrative and lyric poems.</p> <p>Use knowledge of figurative language (e.g., metaphor, simile, personification) to analyze and interpret narrative and lyric poems.</p>	<p>Standard 11: Poetry</p> <p>11.1 Students are able to recognize the stanzas of the poem.</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>11.3 Students are able to recognize the rhyming pattern of a poem.</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.</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>11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
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