

Reading Success, Effective Comprehension Strategies (Level A)  
Alignment with District of Columbia Standards for Teaching and  
Learning, Elementary Reading/Language Arts, Grade 4

District of Columbia Standard	Reading Success Program (Level A)
<p>Content Standard 1: Students comprehend and compose a wide range of written, oral, and visual texts.</p> <p>Performance Standards</p> <p>The student:</p> <ul style="list-style-type: none"> <li>reads at least thirty books or equivalents: <ul style="list-style-type: none"> <li>makes and defends conclusions about the text;</li> <li>supports conclusions with convincing evidence from the text;</li> <li>finds support in the text for conclusions;</li> </ul> </li> </ul>	<p><b>Standard 1: Inference</b></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>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>
<ul style="list-style-type: none"> <li>reads and comprehends informational materials: <ul style="list-style-type: none"> <li>restates or summarizes information;</li> <li>relates new information to prior knowledge and experience;</li> <li>extends ideas;</li> </ul> </li> </ul>	<p><b>Standard 1: Inference</b></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 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>2.21:</b> When presented with a reading passage, the student is able to write a good summary statement for the passage;</p> <p>Lessons 67; reviewed in Lessons 68, 71, 72, 73, 74, 77, 79</p> <p><b>Standard 7: Rewriting Passages</b></p> <p><b>7.3:</b> 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;</p> <p>Lessons 61, 63, 66, 68, 71, 72</p>
<ul style="list-style-type: none"> <li>responds to non-fiction, fiction, poetry, and drama: <ul style="list-style-type: none"> <li>understands the differences between genres;</li> <li>gives opinions and draws conclusions</li> </ul> </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</p>

<p>about theme, events, characters, and settings; - gives reasons in support of opinions expressed;</p>	<p>action takes place—using evidence from the passage; <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; <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; 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>Essential Skills The student:</p> <ul style="list-style-type: none"> <li>• reads fictions (from at least three genres) and nonfiction with accuracy and comprehension (including mysteries and science fiction);</li> <li>• evaluates author's purpose and the techniques the author used to convey the message; differentiates between fact and opinion;</li> <li>• summarizes, analyzes, and evaluates details and facts; evaluates explicit and implicit information;</li> <li>• reads and uses functional texts (e.g., instructions, directions, schedules, advertisements, signs, etc.);</li> <li>• adjusts reading rate to match purpose and difficulty of materials (e.g., skim, scan);</li> <li>• rereads to clarify meanings;</li> <li>• summarizes information by using graphic organizers; explains problems/solutions and main idea and provides evidence referring to the text;</li> </ul>	<p><b>Standard 2: Main Idea</b> <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; <b>2.21:</b> 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 <b>Standard 3: Fact and Opinion</b> <b>3.1:</b> 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 <b>Standard 4: Literal Comprehension</b> <b>4.1:</b> When presented with a reading passage, the student is able to answer literal questions about the passage; <b>4.2:</b> When presented with a poster, the student is able to answer literal questions about the poster; Lesson 16, 17, 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 <b>Standard 5: Author's Purpose</b> <b>5.2:</b> When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade; Lessons 58, 59, 61, 62; reviewed in Lessons 76, 78</p>

## Reading Success Level B Alignment with District of Columbia Reading/English Language Arts Standards for Grade 5

District of Columbia Reading/English Language Arts Standards	Reading Success
<p>The student:</p> <ul style="list-style-type: none"> <li>• recognizes and understands literacy devices including metaphors, analogy, irony, exaggeration and personification</li> <li>• interprets and compares text and evaluates the author's purpose</li> <li>• learns and uses new vocabulary</li> <li>• identifies plot, character development and symbolism in literature</li> <li>• recognizes various structures of informational text as aids to comprehension, e.g. main idea and details, sequence, compare and contrast</li> <li>• identifies how literary forms are used in text; gives the meanings and discusses how this aids comprehension (e.g. alliteration, hyperbole, metaphor)</li> </ul>	<p><b>Standard 2: Inference</b></p> <p><b>2.1</b> When presented with a reading passage, students are able to infer the feelings of characters in 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>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 details from the passage, and to write a main idea statement for the passage.</p> <p><b>Standard 6: Author's Purpose</b></p> <p><b>6.1</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>Standard 7: Poetry</b></p> <p><b>7.1</b> Presented with short verse, students are able to identify and 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</p>

explain the use of alliteration.

7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.

**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.

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.

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.

**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.

11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.

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>The student:</p> <ul style="list-style-type: none"> <li>• analyzes the reasons for a character's actions</li> <li>• explains problems/solutions and main idea and provides evidence by referring to the text</li> </ul>	<p><b>Standard 2: Inference</b></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>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 details from the passage, and to write a main idea statement for the passage.</p> <p><b>3.3</b> 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>
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## Reading Success Level C Alignment with District of Columbia Reading/English Language Arts Standards for Grade 6

District of Columbia Reading/English Language Arts Standards	Reading Success
<p>The student:</p> <ul style="list-style-type: none"> <li>recognizes and understands literacy devices including metaphor, analogy, irony, and symbolism</li> <li>identifies plot, character development, and symbolism in literature</li> <li>recognizes informational text structures as aids to comprehension (e.g., main idea, details, sequence, compare and contrast, problem/solution, time, order)</li> </ul>	<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>3.4</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 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>5.2</b> When presented with a reading passage, students are able to differentiate between statements of the passage's main idea</p>

	<p>and statement that tell details from the passage.</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>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>11.7</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>
<p>The student:</p> <ul style="list-style-type: none"> <li>explains function of plot, character, viewpoint, setting, and theme in specific literary works</li> <li>recognizes and uses organizational text structures to aid comprehension</li> </ul>	<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>3.4</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 7: Text Organization</b></p> <p><b>7.1</b> Students are able to use graphic organizers to better understand reading passages.</p> <p><b>7.2</b> Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p><b>7.3</b> 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>
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