

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

South Carolina Reading/Literature Standard	Reading Success Program (Level A)
<p>A. The student will read and learn the meanings of unfamiliar words.</p> <ul style="list-style-type: none">• Use knowledge of word origins; synonyms, antonyms, analogies, and homonyms; multiple meanings of words, sentence structure, and context clues.	<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</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p>

South Carolina Reading/Literature Standard	Reading Success Program (Level A)
<p>B. The student will read and demonstrate comprehension in a variety of literary forms to include fictions and nonfiction, biographies, and historical fiction.</p> <ul style="list-style-type: none"> • Explain the author's purpose. • Make, confirm, and revise predictions. • Describe how the choice of language, setting, and information contributes to the author's purpose. • Identify the stated, inferred, or paraphrased main idea. • Make inferences using information from texts. • Paraphrase content of selection, identifying important details. • Make inferences, note details, determine cause and effect, summarize and paraphrase content, and draw conclusions. • Support fact and opinion with relevant details. 	<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>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</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</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> <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; Lessons 9, 11, 12</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</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 3: Fact and Opinion</p> <p>3.1: 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</p>

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<p>B. The student will read and demonstrate comprehension in a variety of literary forms to include fictions and nonfiction, biographies, and historical fiction.</p> <ul style="list-style-type: none">• Explain the author's purpose.• Make, confirm, and revise predictions.• Describe how the choice of language, setting, and information contributes to the author's purpose.• Identify the stated, inferred, or paraphrased main idea.• Make inferences using information from texts.• Paraphrase content of selection, identifying important details.• Make inferences, note details, determine cause and effect, summarize and paraphrase content, and draw conclusions.• Support fact and opinion with relevant details.	<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> <p>Standard 5: Author's Purpose</p> <p>5.2: 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> <p>Standard 6: Paraphrase</p> <p>6.4: When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44; reviewed in Lessons 52, 54, 58, 62, 64, 68</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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<p>C. The student will read, in addition to other literary forms, a variety of poetry.</p> <ul style="list-style-type: none"> Identify the sensory words used and their effect on the reader. 	<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</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

Reading Success Level B Alignment with South Carolina Language Arts Standards for Grade 5

South Carolina Language Arts Standards	Reading Success
<p>Reading Process and Comprehension</p> <p>5-R1.4 Demonstrate the ability to summarize and paraphrase texts.</p> <p>5-R1.5 Demonstrate the ability to analyze details in texts.</p> <p>5-R1.8 Demonstrate the ability to paraphrase the main idea of texts.</p> <p>5-R1.9 Demonstrate the ability to draw conclusions and make inferences.</p> <p>5-R1.10 Demonstrate the ability to categorize and classify ideas.</p> <p>5-R1.12 Demonstrate the ability to analyze fact and opinion.</p>	<p>Standard 1: Anaphora and Classification</p> <p>1.1 When given a list of items with something in common, students are able to classify those items.</p> <p>1.2 Given details from a reading passage, students are able to classify those details.</p> <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>2.6 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>Standard 4: Fact and Opinion</p> <p>4.1 When presented with a statement, students are able to</p>

	<p>determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>Standard 8: Paraphrase</p> <p>8.1 Given a sentence, students are able to provide a paraphrase of the sentence.</p> <p>8.2 Given the main idea of a passage, students are able to paraphrase the main idea.</p>
<p>Analysis of Texts</p> <p>5-R2.1 Demonstrate the ability to analyze character traits and motives, setting, and plot in a literary work; continue identifying tone.</p> <p>5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, hyperbole, and personification and sound devices such as alliteration and onomatopoeia.</p> <p>5-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> <p>5-R2.10 Demonstrate the ability to identify the author's purpose in a variety of texts.</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>2.2 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>2.3 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>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 6: Author's Purpose</p> <p>6.1 When presented with a reading passage, students are able to</p>

	<p>use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>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.</p> <p>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.</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 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and 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>7.3 Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p>7.4 Presented with short verse, students are able to identify and explain the use of idiom.</p> <p>7.5 Presented with short verse, students are able to identify the</p>
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	<p>rhyming pattern of the verse.</p> <p>7.6 Presented with a poem, students are able to identify the stanzas of the poem.</p> <p>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.5 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>11.6 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>11.7 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>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>11.11 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>11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe</p>
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	<p>alliteration in poems and passages.</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>Word Study and Analysis</p> <p>5-R3.4</p> <p>Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar and multiple-meaning words.</p>	<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>

Reading Success Level C Alignment with South Carolina Language Arts Standards for Grade 6

South Carolina Language Arts Standards	Reading Success
<p>Reading Process and Comprehension</p> <p>6-R1.4 Demonstrate the ability to summarize and paraphrase texts.</p> <p>6-R1.5 Demonstrate the ability to identify the details that support the thesis of a particular text.</p> <p>6-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>6-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>6-R1.10 Begin recognizing when statements of fact are not documented and when opinions are not adequately supported.</p> <p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>	<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>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>5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p>5.9 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>5.12 Students learn that statements about what a passage is mostly</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.

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.

6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.

Standard 7: Text Organization

7.1 Students are able to use graphic organizers to better understand reading passages.

7.2 Students are able to use graphic organizers to better understand the sequence of events in a reading passage.

7.3 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.

Standard 10: Summarize Passage

10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.

10.2 Presented with a reading passage, students can write a

	<p>summary statement list and use the list to write a short summary of the passage.</p> <p>Standard 12: Paraphrase Passage</p> <p>12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.</p> <p>12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.</p> <p>12.3 When presented with a reading passage, students are able to provide a paragraph structure for the passage and to use the structure to paraphrase the paragraph.</p>
<p>Analysis of Texts</p> <p>6-R2.1 Demonstrate the ability to analyze an author’s use of static, dynamic, round, and flat characters; the structural elements of plot; flashback and foreshadowing; and point of view and tone.</p> <p>6-R2.6 Demonstrate the ability to identify devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p> <p>6-R2.8 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> <p>6-R2.9 Demonstrate the ability to identify the author’s purpose in texts in a variety of genres.</p>	<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>3.4 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>Standard 11: Poetry</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>11.6 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>
<p>Word Study and Analysis</p> <p>6-R3.3 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and multiple-meaning words.</p> <p>6-R3.4 Demonstrate the ability to analyze the figurative use of words in</p>	<p>Standard 9: Vocabulary (Word Meaning)</p> <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>

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