

# Reading Success, Effective Comprehension Strategies (Level A)

## Alignment with Oregon Content Standards for English

Oregon Content Standard	Reading Success Program (Level A)
<p><b>Content Standard: Recognize, pronounce, and know the meaning of words in text by using phonics, language structure, contextual clues, and visual clues.</b></p> <p>Benchmark 2 (Grade 5): Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• use context clues to choose the correct meaning for identified words in the reading passage.</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; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</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; 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>
<p><b>Content Standard: Demonstrate literal comprehension of a variety of printed materials.</b></p> <p>Benchmark 2 (Grade 5): Identify sequences of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.</p> <p>Students will identify or summarize:</p> <ul style="list-style-type: none"> <li>• The order of events or a specific event from a sequence of events.</li> <li>• A statement or sentence that best indicates the main idea of the selection.</li> <li>• Directly stated facts, e.g., actions or events; directions for an experiment or problem-solving exercise; information from charts/graphs; names of characters, places, or things, in the selection; special circumstances relative to the story.</li> <li>• Directly stated opinion.</li> </ul>	<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; Lessons 9, 11, 12</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; 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><b>Standard 3: Fact and Opinion</b></p> <p><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</p> <p><b>Standard 4: Literal Comprehension</b></p> <p><b>4.1:</b> 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>

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Oregon Content Standard	Reading Success Program (Level A)
<p><b>Content Standard: Demonstrate inferential comprehension of a variety of printed materials.</b></p> <p>Benchmark 2 (Grade 5): Identify relationships, images, patterns, or symbols and draw conclusions about their meaning in printed material.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify implicit relationships such as cause and effect, sequence-time relationships, comparisons, classifications, and generalizations.</li> <li>• Predict probable future outcomes or actions.</li> <li>• Identify the main idea of a passage when it is not explicitly stated.</li> <li>• Identify unstated reasons for actions or beliefs based on explicitly stated information in the passage.</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; Lesson 6</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; Lesson 8</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; Lessons 11, 12, 14, 17, 22</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; 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><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; Lessons 9, 11, 12</p> <p><b>2.12</b> When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</p> <p>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>

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Oregon Content Standard	Reading Success Program (Level A)
<p><b>Content Standard: Demonstrate evaluative comprehension of a variety of printed materials.</b></p> <p>Benchmark 2 (Grade 5): Analyze and evaluate information and form conclusions.</p> <p>Students will draw conclusions about:</p> <ul style="list-style-type: none"><li>• Author's motivation or purpose.</li><li>• Reasons for actions or beliefs based on an analysis of the information in the selection.</li><li>• Whether identified portions of the passage are facts or opinions.</li><li>• Statements that are supported by an analysis of information in the selection.</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; Lessons 11, 12, 14, 17, 22</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; Lessons 24, 26, 27</p> <p>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><b>Standard 3: Fact and Opinion</b></p> <p><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</p> <p><b>Standard 5: Author's Purpose</b></p> <p><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 Oregon English/Language Arts Grade Level Standards for Grade 5

Oregon English/Language Arts Grade Level Standards	Reading Success
<p><b>Vocabulary</b> Determine meaning of words using contextual and structural clues.</p>	<p><b>Standard 10: Vocabulary (Word Meaning)</b></p> <p><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>Informational Text: Demonstrate General Understanding</b> Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.</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> <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>Informational Text: Develop an Interpretation</b></p>	<p><b>Standard 3: Main Idea</b></p>

<p>Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.</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 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>Informational Text: Examine Content and Structure</b></p> <p>Determine the author's purpose, and relate it to specific details in the text.</p> <p>Draw conclusions about whether portions of the passage are facts or opinions.</p>	<p><b>Standard 4: Fact and Opinion</b></p> <p><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> <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>6.2</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>6.3</b> 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><b>6.4</b> 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><b>6.5</b> When presented with a passage, students are able to recognize</p>

	the author's purpose for different parts of the passage.
<p><b>Literary Text: Demonstrate General Understanding</b>  Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p> <p>Identify the main events of the plot, their causes, and the influence of specific events on future actions.</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> <p><b>3.4</b> When presented with a reading passage, students are able to distinguish between a statement that is the main idea of a passage, and statements that are too general to be a good main idea statement.</p> <p><b>3.5</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.</p> <p><b>3.6</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a statement that tells what the passage is mostly about.</p> <p><b>3.7</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.</p>

	<p><b>3.8</b> 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 would make a good title for the passage.</p> <p><b>3.9</b> 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 mostly describes the passage.</p> <p><b>3.10</b> 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><b>3.11</b> When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statements that would be the best title 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 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>
<b>Literary Text: Develop an Interpretation</b>	<b>Standard 2: Inference</b>

<p>Identify the qualities of the character, and analyze the effect of these qualities on the plot and the resolution of the conflict.</p> <p>Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.</p> <p>Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.</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>3.10</b> 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><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 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 11: Vocabulary (Bonus Words)</b></p> <p><b>11.3</b> Students learn the meaning, spelling, and origin of the word inference. Students are also able to infer information and details about a character, setting, and plot from a passage.</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</p>
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	passages.
<p><b>Literary Text: Examine Content and Structure</b>  Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.</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 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>7.7</b> Presented with a poem, students are able to recognize and discuss symbolism within the poem.</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</p>

	<p>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> <p><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.</p>
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## Reading Success Level C Alignment with Oregon English/Language Arts Grade Level Standards for Grade 6

Oregon English/Language Arts Grade Level Standards	Reading Success
<p><b>Vocabulary</b> Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.</p> <p>Interpret figurative language, including similes, metaphors, and words with multiple meanings.</p>	<p><b>Standard 9: Vocabulary (Word Meaning)</b>  <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>Standard 11: Poetry</b>  <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><b>Informational Text: Demonstrate General Understanding</b> Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.</p> <p>Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or</p>	<p><b>Standard 2: Literal Questions</b>  <b>2.1</b> When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p> <p><b>2.2</b> Students are able to place a list of events from a reading passage in chronological order.</p>

summaries.

**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.

**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.

**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.

**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**

	<p><b>10.1</b> Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p><b>10.2</b> Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.</p>
<p><b>Informational Text: Develop an Interpretation</b>  Predict future outcomes supported by the text.</p> <p>Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.</p> <p>Infer the main idea when it is not explicitly stated, and support with evidence from the text.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.3</b> 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><b>Standard 3: Inference</b></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>3.5</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>5.8</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</p>

	<p>main idea.</p> <p><b>5.12</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>Informational Text: Examine Content and Structure</b>  Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.</p> <p>Distinguish among facts, supported inferences, and opinions in text.</p>	<p><b>Standard 6: Fact and Opinion</b></p> <p><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>6.2</b> Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</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>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>Literary Text: Demonstrate General Understanding</b>  Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.4</b> When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p>

	<p><b>2.5</b> Students are able to place a list of events from a reading passage in chronological order.</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>5.8</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>5.12</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>Literary Text: Develop an Interpretation</b>  Predict future outcomes supported by the text.</p> <p>Determine characters' traits by what the characters say in narration and dialogue.</p> <p>Analyze the influence of setting on the conflict and its resolution.</p> <p>Identify and examine the development of themes in literary works.</p>	<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</p>

<p>Infer the main idea when it is not explicitly stated.</p> <p>Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.</p>	<p>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>5.12</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>Literary Text: Examine Content and Structure</b></p> <p>Define how tone or meaning is conveyed in poetry, drama, fiction, and nonfiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</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>11.5</b> When presented with a poem, students are able to have a discussion about the meaning of the poem.</p> <p><b>11.6</b> Presented with a poem, students are able to recognize and</p>



	discuss symbolism within the poem.
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