

Reading Success, Effective Comprehension Strategies (Level A)

Alignment with Idaho Language Arts/Communications Standards, Grade 4

Idaho Standard	Reading Success Program (Level A)
<p>707. Reading</p> <p>Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.</p> <p>01. Read a variety of traditional and electronic materials for information and understanding.</p> <p>f. Use context clues to choose correct meanings of identified words within a reading passage.</p> <p>g. Recognize the relationship between a pronoun and its referent.</p> <p>m. Locate and gather information for a variety of purposes.</p> <p>n. Paraphrase and summarize text.</p> <p>o. Draw inferences and conclusions from text.</p> <p>p. Identify language and literary devices:</p> <ul style="list-style-type: none"> - mood; - tone; - style; - figurative language; - format; - structure. <p>q. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>Standard 1: Inference</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; Lessons 8; 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 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; Lessons 67; reviewed in Lessons 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> <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;</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 33, 34, 36, 37, 38, 41, 42, 43, 44, 46, 47; reviewed in Lessons 49, 52, 54, 56, 57, 61, 63, 66, 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>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p> <p>e. Distinguish between cause and effect and</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</p>

<p>fact and opinion within expository text. f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>	<p>passage; and write a main idea 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 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>
<p>03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p> <p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Identify the following story elements within a literary text;</p> <ul style="list-style-type: none"> - characters and their traits and motivations to determine causes for actions; - setting; - main events of plot; - point of view; - problems and solutions. <p>d. Use personal or objective criteria to do the following;</p> <ul style="list-style-type: none"> - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments; <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</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.</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;</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;</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;</p> <p>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>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> <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;</p> <p>4.2: 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</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>
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Reading Success Level B Alignment with Idaho Language Arts/Communication Standards for Grade 5

Idaho Language Arts/Communication Standards	Reading Success
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p> <ul style="list-style-type: none"> d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases e. Use context clues to determine correct meanings of identified words within a reading passage f. Recognize the relationship between a pronoun and its referent. k. Locate, gather, and synthesize information for a variety of purposes l. Paraphrase and summarize text. m. Draw inferences and conclusions from text. n. Identify language and literary devices: mood; tone; style; figurative language; format; structure o. Determine main idea or essential message within a text and identify relevant details and facts 	<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>

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 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 7: Poetry

7.1 Presented with short verse, students are able to identify and explain the use of figurative language.

Standard 8: Paraphrase

8.1 Given a sentence, students are able to provide a paraphrase of the sentence.

8.2 Given the main idea of a passage, students are able to paraphrase the main idea.

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.

Standard 11: Vocabulary (Bonus Words)

11.5 Students learn the meaning, spelling, and origin of the word

	<p>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 alliteration in poems and passages.</p>
<p>03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.</p> <ul style="list-style-type: none"> a. Identify an author’s purpose and describe how language, setting, and information support purpose within literary text b. Explain literary text according to the following elements: characters and their traits and motivations to determine causes for actions; setting; main events of plot and relevant causes 	<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>2.6 When presented with a reading passage, students are able to</p>

<p>and effects; point of view; plot structure; theme; conflict and resolution</p> <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text</p>	<p>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 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 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>
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Reading Success Level C Alignment with Idaho Language Arts/Communication Standards for Grade 6

Idaho Language Arts/Communication Standards	Reading Success
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p> <ul style="list-style-type: none"> b. Search purposefully for particular information: <ul style="list-style-type: none"> - Identify literal and inferential meanings; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for expository text structures such as cause/effect, chronological order, problem/solution, and classification f. Draw inferences and conclusions from text g. Identify literary devices: mood, tone, style, and figurative language h. Determine the main idea or essential message within a text and identify relevant details and facts 	<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>3.1 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> <p>Standard 4: Anaphora and Classification</p> <p>4.1 When given a list of items with something in common, students are able to classify those items.</p>

4.2 Given a reading passage, students are able to use strategies to determine who or what is talked about the most in the passage.

4.3 When given details from a passage, students are able to classify those details.

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 11: Poetry

11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.

11.4 Presented with poetry, students are able to identify and explain the use of figurative language.

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

11.7 Presented with a poem, students are able to identify and

	<p>explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p> <ul style="list-style-type: none"> b. Activate and draw upon prior experiences to connect to reading selections d. Analyze narrative literature according to the following text elements: character, setting, plot structure, theme, point of view 	<p>Standard 2: Literal Questions</p> <p>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</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 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>03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p> <ul style="list-style-type: none"> a. Identify author's purpose and describe how 	<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>

language, setting, and information support purpose within literary text

- b. Analyze literary text for the following story elements: characters, setting, point of view, plot structure, theme, conflict, and resolution
- d. Use personal or objective criteria to do the following: draw conclusions, make inferences, determine meanings, form opinions, make judgments
- e. Distinguish between fact and opinion and identify cause and effect relationship within expository text

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.

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.

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.

3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.

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

	<p>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>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>
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