

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

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Massachusetts Content Standard	Reading Success Program (Level A)
<p>Grades 3-4</p> <p>For imaginative/literary texts:</p> <p>8.12 Identify sensory details and figurative language.</p> <p>8.14 Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>For informational/expository texts:</p> <p>8.15 Locate facts that answer the reader's questions.</p> <p>8.17 Distinguish fact from opinion or fiction.</p> <p>8.18 Summarize main ideas and supporting details.</p>	<p>Standard 1: Inference</p> <p>1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9</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>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>2.12 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>2.13 When presented with a reading passage, the student is able to discriminate between statements of the passage's main idea and statements that tell details from the passage; Lessons 21, 39</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>

General Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (continued)

Massachusetts Content Standard	Reading Success Program (Level A)
<p>Grades 3-4</p> <p>For imaginative/literary texts:</p> <p>8.12 Identify sensory details and figurative language.</p> <p>8.14 Make judgments about setting, characters, and events and support them with evidence from the text.</p> <p>For informational/expository texts:</p> <p>8.15 Locate facts that answer the reader's questions.</p> <p>8.17 Distinguish fact from opinion or fiction.</p> <p>8.18 Summarize main ideas and supporting details.</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; 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 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</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>

General Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Massachusetts Content Standard	Reading Success Program (Level A)
Grades 3-4 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.	Standard 1: Inference 1.2 When presented with a reading passage, the student is able to write a short explanation of the feelings of characters using evidence from the passage; Lessons 6, 7, 9 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 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 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

General Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Massachusetts Content Standard	Reading Success Program (Level A)
Grades 3-4 13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations). 13.8 Identify and use knowledge of common organizational structures (chronological order). 13.9 Locate facts that answer the reader's questions. 13.11 Distinguish fact from opinion or fiction. 13.12 Summarize main ideas and supporting details.	Standard 1: Inference 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; reviewed in Lessons 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 Standard 2: Main Idea 2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18 2.13 When presented with a reading passage, the student is able to discriminate between statements of the passage's main idea and statements that tell details from the passage; Lessons 21, 39 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 Standard 3: Fact and Opinion 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

General Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (continued)

Massachusetts Content Standard	Reading Success Program (Level A)
Grades 3-4 13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations). 13.8 Identify and use knowledge of common organizational structures (chronological order). 13.9 Locate facts that answer the reader's questions. 13.11 Distinguish fact from opinion or fiction. 13.12 Summarize main ideas and supporting details.	Standard 4: Literal Comprehension 4.1 When presented with a reading passage, the student is able to answer literal questions about the passage; Lessons 16, 19 4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 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

Reading Success Level B Alignment with Massachusetts Reading and Literature Standards for Grades 5-8

Massachusetts Reading and Literature Standards	Reading Success
<p>General Standard 8: Understanding a Text 8.19 Identify and analyze sensory details and figurative language 8.22 Identify and analyze main ideas, supporting ideas, and supporting details</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. 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. 3.5 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. Standard 7: Poetry 7.1 Presented with short verse, students are able to identify and explain the use of figurative language.</p>
<p>General Standard 9: Making Connections 9.4 Relate a literary work to information about its setting</p>	<p>Standard 2: Inference 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>General Standard 11: Theme 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</p>	<p>Standard 3: Main Idea 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 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>General Standard 12: Fiction 12.3 Identify and analyze the elements of setting, characterization, and plot</p>	<p>Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in 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 11: Vocabulary (Bonus Words) 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>General Standard 13: Nonfiction 13.17 Identify and analyze main ideas, supporting ideas, and supporting details.</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>3.5 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>General Standard 14: Poetry</p> <p>14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> • Sound (<i>alliteration, onomatopoeia, rhyme scheme</i>); • Figurative language (<i>personification, metaphor, simile, hyperbole</i>) 	<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 rhyming pattern of the verse.</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>11.11 Students learn the meaning, spelling, and origin of the word onomatopoeia. Students are also able to recognize and</p>

describe onomatopoeia in poems and passages.

11.12 Students learn the meaning, spelling, and origin of the phrase blank verse. Students are also able to recognize and describe blank verse.

Reading Success Level C Alignment with Massachusetts Reading and Literature Standards for Grades 5-8

Massachusetts Reading and Literature Standards	Reading Success
<p>General Standard 8: Understanding a Text</p> <p>8.19 Identify and analyze sensory details and figurative language</p> <p>8.21 Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes)</p> <p>8.22 Identify and analyze main ideas, supporting ideas, and supporting details</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>2.2 When presented with a reading passage, students are able to answer questions about the chronological order of events in the passage.</p> <p>2.3 Students are able to place a list of events from a reading passage in chronological order.</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>Standard 11: Poetry</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>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>General Standard 9: Making Connections 9.4 Relate a literary work to information about its setting</p>	<p>Standard 3: Inference 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>General Standard 11: Theme 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.</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>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>General Standard 12: Fiction 12.3 Identify and analyze the elements of setting, characterization, and plot</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 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>General Standard 13: Nonfiction 13.14 Identify and use knowledge of common graphic features 13.17 Identify and analyze main ideas, supporting ideas, and supporting details.</p>	<p>Standard 2: Literal Questions 2.4 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 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>5.2 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statement that tell details from the passage.</p> <p>Standard 7: Text Organization 7.1 Students are able to use graphic organizers to better understand reading passages.</p>
General Standard 14: Poetry	Standard 11: Poetry

<p>14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> • Sound (<i>alliteration, onomatopoeia, rhyme scheme</i>); • Figurative language (<i>personification, metaphor, simile, hyperbole</i>) 	<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> <p>Standard 13: Vocabulary (Bonus Words)</p> <p>13.8 Students learn the meaning and spelling of the phrase rhyming pattern. Students are able to identify the rhyming pattern of poetry.</p>
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	<p>13.9 Students learn the meaning and spelling of the phrase trochaic metrical foot. Students are able to identify and explain trochaic metrical feet in poetry.</p> <p>13.10 Students learn the meaning and spelling of the phrase partial rhyme. Students are able to identify and explain partial rhyme in poetry.</p> <p>13.11 Students learn the meaning and spelling of the phrase internal rhyme. Students are able to identify and explain partial rhyme in poetry.</p> <p>13.12 Students learn the meaning and spelling of the word quatrameter. Students are able to identify and explain quatrameter in poetry.</p> <p>13.13 Students learn the meaning and spelling of the word pentameter. Students are able to identify and explain pentameter in poetry.</p> <p>13.14 Students learn the meaning and spelling of the word octameter. Students are able to identify and explain octameter in poetry.</p> <p>13.15 Students learn the meaning and spelling of the word quatrain. Students are able to identify and explain quatrain in poetry.</p> <p>13.16 Students learn the meaning and spelling of the word sestet. Students are able to identify and explain sestet in poetry.</p>
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<p>General Standard 15: Style and Language</p> <p>15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.</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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