

**Reading Success: Foundations Alignment with New Hampshire English Language Arts
Proficiency Standards for End of Grade 3**

New Hampshire English Language Arts Proficiency Standards	Reading Success
<p>Reading Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.</p> <ul style="list-style-type: none"> • Determine the pronunciation and meaning of words using phonics (matching letters and combinations of letters with sounds), semantics (language sense and meaning), syntactics (sentence structure), graphics, pictures, and context as well as knowledge of roots, prefixes, and suffixes. • Form an initial understanding of stories and other materials they read by identifying major elements presented in the text including characters, setting, conflict and resolution, plot, theme, main idea, and supporting details. • Read to confirm their initial understanding of a text and to extend their initial impressions, developing a more complete understanding and interpretation of the text. • Make and confirm simple predictions to increase their level of understanding. 	<p>Standard 2: Literal Questions 2.1 Students are able to answer literal questions about reading passages. 2.2 Students are able to answer literal questions about posters.</p> <p>Standard 5: Words in Context 5.1 Students use context clues to determine the meaning of unknown words. 5.2 Given a model sentence with an underlined word, students are able to identify a word with the same meaning as the underlined word. 5.3 Given a list of vocabulary words, students are able to match a word with its correct definition. 5.4 Students are able to determine the meaning of unknown words in passages.</p> <p>Standard 6: Inference Questions 6.1 Students recognize that inference means guessing about something from another thing that you already know. 6.2 Students are able to answer inference questions when given hints.</p>

	<p>6.3 Students are able to answer inference questions without hints.</p> <p>6.4 Students are able to answer questions about how a character in a reading passage feels.</p> <p>Standard 7: Mostly About</p> <p>7.1 Students recognize that all reading passages are mostly about one thing.</p> <p>7.2 Given a reading passage, students are able to differentiate between details of the passage and a statement that explains what the passage is mostly about.</p> <p>Standard 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p>8.2 Students are able to use graphic organizers to identify the parts of a story.</p> <p>8.3 Students are able to put events from a story in chronological order.</p> <p>Standard 11: What Happens Next</p> <p>11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.</p> <p>Standard 14: Main Idea</p> <p>14.1 Given a reading passage, students are able to identify who or what is talked about the most in the passage and to classify</p>
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	what is being said about that person or thing in order to determine the main idea of the passage.
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