

Reading Success: Foundations Alignment with South Carolina Language Arts Standards for Grade 3

South Carolina Language Arts Standards	Reading Success
<p>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.5 Demonstrate the ability to recall details in texts.</p>	<p>Standard 4: Reviewing Details</p> <p>4.1 Students are able to remember details of previously read reading passages.</p>
<p>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.6 Demonstrate the ability to ask and answer questions about texts.</p>	<p>Standard 1: Asking Questions</p> <p>1.1 Students are able to generate questions while reading to aid comprehension.</p> <p>1.2 Given a reading passage, students are able to write several literal questions that are answered in the passage.</p> <p>1.3 Given a reading passage, students are able to generate questions while reading.</p> <p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>2.2 Students are able to answer literal questions about posters.</p>
<p>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.7 Demonstrate the ability to make predictions about stories.</p>	<p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about something from another thing that you already know.</p> <p>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>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>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.9 Demonstrate the ability to draw conclusions and make inferences.</p>	<p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about something from another thing that you already know.</p> <p>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 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 what is being said about that person or thing in order to determine the main idea of the passage.</p>
<p>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.10 Demonstrate the ability to categorize and classify ideas.</p>	<p>Standard 9: Reading Subject Matter Books</p> <p>9.1 Students are able to use the parts of the title page and table of contents of a book to learn what the book is about.</p> <p>Standard 12: Classification</p> <p>12.1 Given a list of items, students are able to classify the items on the list.</p> <p>12.2 Given details from a reading passage, students are able to classify the details.</p>

	<p>12.3 Students learn that when you classify details from a passage, you can figure out what the passage is mostly about.</p> <p>Standard 13: Pronouns and Classification</p> <p>13.1 Given a reading passage, students are able to count the number of times the main character or theme is mentioned either by name or by pronouns.</p> <p>13.2 Given a reading passage, students are able to classify details in order to find the main idea of the passage.</p>
<p>R1 The student will integrate various cues and strategies to comprehend what he or she reads.</p> <p>3-R1.14 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 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p>
<p>R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of text.</p> <p>3-R2.8 Demonstrate the ability to distinguish between fiction and nonfiction.</p>	<p>Standard 16: Vocabulary (New Bonus Words)</p> <p>16.1 Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p>16.2 Students learn that nonfiction is a type of writing that is true or false.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p>
<p>R3 The student will use a knowledge graphophonics and word analysis to determine the meaning of unfamiliar words and to read texts with understanding.</p> <p>3-R3.8 Demonstrate the ability to use sentence structure (syntax)</p>	<p>Standard 5: Words in Context</p> <p>5.1 Students use context clues to determine the meaning of unknown words.</p> <p>5.2 Given a model sentence with an underlined word, students are</p>

and context to determine the meanings of unfamiliar words and to recognize multiple-meaning words.	able to identify a word with the same meaning as the underlined word. 5.4 Students are able to determine the meaning of unknown words in passages.
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