

Reading Success: Foundations Alignment with Louisiana English Language Arts Grade Level Expectations for Third Grade

Louisiana English Language Arts Grade Level Expectations	Reading Success
<p>Reading and Responding</p> <p>Standard 1:</p> <ul style="list-style-type: none"> 6. Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> • Use of context clues 8. Identify story elements including: <ul style="list-style-type: none"> • Theme • Conflict • Character traits, feeling, and motivations 	<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 able to identify a word with the same meaning as the underlined word.</p> <p>5.3 Given a list of vocabulary words, students are able to match a word with its correct definition.</p> <p>5.4 Students are able to determine the meaning of unknown words in passages.</p> <p>Standard 6: Inference Questions</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>Reading and Responding</p> <p>Standard 7:</p> <ul style="list-style-type: none"> 17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: 	<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</p>

- Sequencing events
- Making predictions using information from texts
- Making simple inferences and drawing conclusions about information in texts
- Identifying main ideas of texts

hints.

6.3 Students are able to answer inference questions without hints.

6.4 Students are able to answer questions about how a character in a reading passage feels.

Standard 7: Mostly About

7.1 Students recognize that all reading passages are mostly about one thing.

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.

Standard 8: Parts of a Story

8.1 Given a reading passage, the student can identify the chronological order of events in the passage.

8.2 Students are able to use graphic organizers to identify the parts of a story.

8.3 Students are able to put events from a story in chronological order.

Standard 11: What Happens Next

11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.

Standard 14: Main Idea

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.
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