

**Reading Success: Foundations Alignment with Kentucky Core Content for Reading Assessment
for Grades Primary through 4 with Assessment at Grade 4**

Kentucky Core Content for Reading Assessment	Reading Success
<p>RD-E-x.0.1 Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.</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>RD-E-1.0.6 Explain the meaning of a passage taken from texts appropriate for elementary school students.</p>	<p>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 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.</p>
<p>RD-E-1.0.7</p>	<p>Standard 16: Vocabulary (New Bonus Words)</p>

<p>Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry, and plays.</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>16.3 Students learn that biography is a nonfiction story about someone's life.</p> <p>16.4 Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p> <p>16.6 Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
<p>RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.</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 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the</p>

	<p>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>RD-E-2.0.6 Use text features (e.g., pictures, lists, tables, charts, graphs, table of contents, indexes, glossaries, headings, captions) to understand a passage.</p>	<p>Standard 9: Reading Subject Matter Books 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>RD-E-2.0.7 Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.</p>	<p>Standard 8: Parts of a Story 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>RD-E-2.0.8 Identify main ideas and details that support them.</p>	<p>Standard 7: Mostly About 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 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</p>

	<p>what is being said about that person or thing in order to determine the main idea of the passage.</p>
<p>RD-E-2.0.9 Make predictions and draw conclusions based on what is read.</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 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 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>