

Reading Success: Foundations Alignment with Idaho Language Arts/Communication Standards for Grade 3

Idaho Language Arts/Communication Standards	Reading Success
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p> <ul style="list-style-type: none"> d. Use context clues to determine correct meanings of identified words with a reading passage. f. Recognize the relationship between a pronoun and its referent. m. Draw inferences and conclusions from text. o. Determine main idea within a text and identify relevant details and facts. 	<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>6.1 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</p>

	<p>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>Standard 10: Counting Pronouns</p> <p>10.1 Students learn that pronouns are words that refer to people or things.</p> <p>10.2 Students are able to recognize the use of pronouns in a reading passage.</p> <p>10.3 Given a reading passage, students are able to count the number of times pronouns are used to refer to the main character or theme of the passage.</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 what is being said about that person or thing in order to determine the main idea of the passage.</p>
04. Read to locate information from a variety of traditional,	Standard 1: Asking Questions

technical, and electronic sources.

- a. Use appropriate strategies when reading for the following purposes:
 - comprehension
 - locating information
 - personal enjoyment
- b. Generate questions about important and interesting issues.

1.1 Students are able to generate questions while reading to aid comprehension.

1.2 Given a reading passage, students are able to write several literal questions that are answered in the passage.

1.3 Given a reading passage, students are able to generate questions while reading.

Standard 3: Memory Techniques

3.1 Students learn that remembering new information is easier when it is related to something already known.

3.2 Students are able to use graphic organizers to help them remember details.

3.3 Students are able to use mnemonic devices to help them remember details.

3.4 Students are able to use graphic organizers to help them answer questions.