

## Reading Success: Foundations Alignment with Indiana English/Language Arts Standards for Grade 3

Indiana English/Language Arts Standards	Reading Success
<p><b>Vocabulary and Concept Development</b></p> <p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p><b>Standard 5: Words in Context</b></p> <p><b>5.1</b> Students use context clues to determine the meaning of unknown words.</p> <p><b>5.2</b> 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><b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.</p> <p><b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<p><b>Structural Features of Informational and Technical Materials</b></p> <p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p><b>Standard 9: Reading Subject Matter Books</b></p> <p><b>9.1</b> 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><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.</p> <p>3.2.3 Show understanding by identifying answers in the text.</p> <p>3.2.4 Recall major points in the text and make and revise predictions about what is read.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>2.2</b> Students are able to answer literal questions about posters.</p> <p><b>Standard 4: Reviewing Details</b></p> <p><b>4.1</b> Students are able to remember details of previously read reading passages.</p> <p><b>Standard 6: Inference Questions</b></p>

<p>3.2.5 Distinguish main idea and supporting details in expository (informational) text.</p>	<p><b>6.1</b> Students recognize that inference means guessing about something from another thing that you already know.</p> <p><b>6.2</b> Students are able to answer inference questions when given hints.</p> <p><b>6.3</b> Students are able to answer inference questions without hints.</p> <p><b>6.4</b> Students are able to answer questions about how a character in a reading passage feels.</p> <p><b>Standard 7: Mostly About</b></p> <p><b>7.1</b> Students recognize that all reading passages are mostly about one thing.</p> <p><b>7.2</b> 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><b>Standard 8: Parts of a Story</b></p> <p><b>8.1</b> Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p><b>Standard 11: What Happens Next</b></p> <p><b>11.1</b> Given a reading passage, students are able to read the passage and infer what will probably happen next.</p> <p><b>Standard 14: Main Idea</b></p> <p><b>14.1</b> 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</p>
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	determine the main idea of the passage.
<b>Structural Features of Literature</b>  3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	<b>Standard 16: Vocabulary (New Bonus Words)</b> <b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.  <b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.  <b>16.3</b> Students learn that biography is a nonfiction story about someone's life.  <b>16.4</b> Students learn that autobiography is a nonfiction story written by someone about his or her own life.  <b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.  <b>16.6</b> Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  3.3.4 Determine the theme or author's message in fiction and nonfiction text.	<b>Standard 7: Mostly About</b> <b>7.1</b> Students recognize that all reading passages are mostly about one thing.  <b>7.2</b> 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.  <b>Standard 14: Main Idea</b> <b>14.1</b> 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

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