

## Reading Success: Foundations Alignment with North Dakota Language Arts Standards for Grade 3

North Dakota Language Arts Standards	Reading Success
<p><b>Standard 2: Students engage in the reading process.</b></p> <p>Word Recognition/Vocabulary            3.2.5 Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues.</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>Standard 2: Students engage in the reading process.</b></p> <p>Reading Strategies for Meaning            3.2.7 Use reading strategies to increase and monitor comprehension i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, visualizing/verbalizing.</p>	<p><b>Standard 1: Asking Questions</b></p> <p><b>1.1</b> Students are able to generate questions while reading to aid comprehension.</p> <p><b>1.2</b> Given a reading passage, students are able to generate questions while reading.</p> <p><b>Standard 6: Inference Questions</b></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>

**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.

**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.

**9.4** Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.

**9.5** Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.

**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.

	<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 determine the main idea of the passage.</p>
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