

Reading Success: Foundations Alignment with New Mexico Content Standards for Language Arts for Grade 3

New Mexico Content Standards for Language Arts	Reading Success
<p>K-4 Benchmark I-A: Listen to, read, react to, and retell information</p> <p>Grade 3 Performance Standards</p> <ol style="list-style-type: none"> 1. Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • Setting a purpose • Previewing the text • Making predictions • Asking questions 2. Summarize main idea(s) from written or spoken text succinctly. 4. Increase vocabulary through reading, listening, and interacting. 	<p>Standard 1: Asking Questions</p> <ol style="list-style-type: none"> 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. <p>Standard 5: Words in Context</p> <ol style="list-style-type: none"> 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>Standard 7: Mostly About</p> <ol style="list-style-type: none"> 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 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.

9.2 Given a subject matter reading passage, students are able to answer questions about the first paragraph of each section of the passage.

9.3 Students are able to identify vocabulary words in subject matter reading passages.

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.

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>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</p> <p>Grade 3 Performance Standards</p> <ol style="list-style-type: none"> 1. Draw conclusions, make generalizations, gather support by referencing the text. 	<p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 6: Inference Questions</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 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 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>K-4 Benchmark I-D: Acquire reading strategies</p> <p>Grade 3 Performance Standards</p> <ol style="list-style-type: none"> 2. Apply context clues to decode unknown words. 	<p>Standard 1: Asking Questions</p> <p>1.4 Students are able to generate questions while reading to aid comprehension.</p>

4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

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.

5.4 Students are able to determine the meaning of unknown words in passages.

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.

9.3 Students are able to identify vocabulary words in subject matter reading passages.

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.