

Reading Success: Foundations Alignment with Montana Standards for Reading for End of Grade 4

Montana Standards for Reading	Reading Success
<p>Reading Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.</p> <ol style="list-style-type: none"> 1. Make predictions and connections between new material and previous information/experiences. 2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make applications 4. demonstrate basic understanding of main ideas and some supporting details 	<p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>2.2 Students are able to answer literal questions about posters.</p> <p>Standard 3: Memory Techniques</p> <p>3.1 Students learn that remembering new information is easier when it is related to something already known.</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.3 Students are able to use mnemonic devices to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</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 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>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>
<p>Reading Content Standard 2: Students apply a range of skills and strategies to read.</p> <p>4. use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals)</p> <p>6. develop vocabulary through the use of context clues,</p>	<p>Standard 1: Asking Questions</p> <p>1.1 Students are able to generate questions while reading to aid comprehension.</p> <p>1.2 Given a reading passage, students are able to write several literal questions that are answered in the passage.</p>

- analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary)
8. ask questions and check predictions prior to, during, and after reading.

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

Standard 2: Literal Questions

2.1 Students are able to answer literal questions about reading passages.

2.2 Students are able to answer literal questions about posters.

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.

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.