

Reading Success: Foundations Alignment with Hawaii Language Arts Content Standards for Grades 2-3

Hawaii Content Standards	Reading Success
<p>Comprehension Processes</p> <p>2. Use strategies within the reading processes to construct meaning.</p> <ul style="list-style-type: none"> • Make conscious connections between prior knowledge and text while reading to construct meaning. • Verify and clarify ideas by referring to text. • Recognize breakdowns in comprehension and repair those breakdowns by rereading, asking questions, and seeking clarification. • Relate critical facts and details in narrative or informational text to comprehend text. 	<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> <p>1.3 Given a reading passage, students are able to generate questions while reading.</p> <p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</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 4: Reviewing Details</p>

	<p>4.1 Students are able to remember details of previously read reading 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>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>Conventions and Skills</p> <p>3. Apply knowledge of the conventions of language and texts to construct meaning.</p> <ul style="list-style-type: none"> • Demonstrate fluent reading of grade-appropriate texts, applying spelling-sound word recognition strategies and meaning-based word recognition strategies as appropriate. 	<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</p>

	<p>in passages.</p> <p>Standard 15: Vocabulary (Word Meaning) 15.1 Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
<p>Response</p> <p>4. Respond to texts from a range of stances: initial understanding, personal, interpretive, critical.</p> <ul style="list-style-type: none"> State the important ideas from reading and identify a theme or generalization. 	<p>Standard 7: Mostly About 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 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>