

Reading Success: Foundations Alignment with Maine English Language Arts Standards for Grade 3

Maine English Language Arts Standards	Reading Success
<p>Cluster 1: Reading and Viewing Content Standard A: Process of Reading: Student will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will:</p> <p>R1A1.3 Determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structure (prefixes, suffixes, base words, or multi-syllabic structures)</p>	<p>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.</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>
<p>Cluster 1: Reading and Viewing Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:</p> <p>R1B10.3 Apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue</p>	<p>Standard 6: Inference Questions 6.1 Students recognize that inference means guessing about something from another thing that you already know. 6.2 Students are able to answer inference questions when given hints. 6.3 Students are able to answer inference questions without hints.</p>

<p>and description to the reading and interpretation of fiction.</p> <p>R1B11.3 Apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction.</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 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>Cluster 1: Reading and Viewing</p> <p>Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:</p> <p>R1D2.3 Identify various informational parts of a text (e.g., table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graphs, and illustrations)</p> <p>R1D4.3 Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.)</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</p>

answer questions.

Standard 8: Parts of a Story

8.1 Given a reading passage, the student can identify the chronological order of events in the passage.

8.2 Students are able to use graphic organizers to identify the parts of a story.

8.3 Students are able to put events from a story in chronological order.

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.