

Reading Success: Foundations Alignment with Iowa Reading Content Standards for Grade 3

Iowa Reading Content Standards	Reading Success
1. Understand stated information	<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>
2. Determine the meaning of new words from their context	<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 in passages.</p>
3. Draw conclusions, make inferences, and deduce meaning	<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>

Standard 3: Memory Techniques

3.1 Students learn that remembering new information is easier when it is related to something already known.

3.2 Students are able to use graphic organizers to help them remember details.

3.3 Students are able to use mnemonic devices to help them remember details.

3.4 Students are able to use graphic organizers to help them answer questions.

Standard 4: Reviewing Details

4.1 Students are able to remember details of previously read reading passages.

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.

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

	<p>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.</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>
4. Infer traits, feelings, and motives of characters	<p>Standard 6: Inference Questions</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>
7. Determine the main idea of a text.	<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 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>