

## Reading Success: Foundations Alignment with Illinois Language Arts Standards for Early Elementary Grades

Illinois Language Arts Standards	Reading Success
<p><b>State Goal 1</b>  <b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>  <b>1.A.1b</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</p>	<p><b>Standard 5: Words in Context</b>  <b>5.1</b> Students use context clues to determine the meaning of unknown words.  <b>5.2</b> Given a model sentence with an underlined word, students are able to identify a word with the same meaning as the underlined word.  <b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.  <b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<p><b>State Goal 1</b>  <b>B. Apply reading strategies to improve understanding and fluency.</b>  <b>1.B.1a</b> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.  <b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.  <b>1.B.1c</b> Continuously check and clarify for understanding (e.g. reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions)</p>	<p><b>Standard 1: Asking Questions</b>  <b>1.1</b> Students are able to generate questions while reading to aid comprehension.  <b>1.2</b> Given a reading passage, students are able to write several literal questions that are answered in the passage.  <b>1.3</b> Given a reading passage, students are able to generate questions while reading.  <b>Standard 3: Memory Techniques</b>  <b>3.1</b> Students learn that remembering new information is easier when it is related to something already known.  <b>3.2</b> Students are able to use graphic organizers to help them</p>

	<p>remember details.</p> <p><b>3.3</b> Students are able to use mnemonic devices to help them remember details.</p> <p><b>3.4</b> Students are able to use graphic organizers to help them answer questions.</p> <p><b>Standard 16: Vocabulary (New Bonus Words)</b></p> <p><b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.</p> <p><b>16.3</b> Students learn that biography is a nonfiction story about someone's life.</p> <p><b>16.4</b> Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p> <p><b>16.6</b> Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
<p><b>State Goal 1</b></p> <p><b>C. Comprehend a broad range of reading materials.</b></p> <p><b>1.C.1a</b> Use information to form questions and verify predictions.</p> <p><b>1.C.1b</b> Identify important themes and topics.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>2.2</b> Students are able to answer literal questions about posters.</p>

	<p><b>Standard 6: Inference Questions</b></p> <p><b>6.1</b> Students recognize that inference means guessing about something from another thing that you already know.</p> <p><b>6.2</b> Students are able to answer inference questions when given hints.</p> <p><b>6.3</b> Students are able to answer inference questions without hints.</p> <p><b>6.4</b> Students are able to answer questions about how a character in a reading passage feels.</p> <p><b>Standard 7: Mostly About</b></p> <p><b>7.1</b> Students recognize that all reading passages are mostly about one thing.</p> <p><b>7.2</b> 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><b>Standard 14: Main Idea</b></p> <p><b>14.1</b> 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><b>State Goal 2</b></p> <p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.1b</b> Classify literary works as fiction or nonfiction.</p>	<p><b>Standard 16: Vocabulary (New Bonus Words)</b></p> <p><b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true</p>

or false.

**16.5** Students are able to differentiate between fiction passages and nonfiction passages.