

Reading Success: Foundations Alignment with Mississippi Language Arts Framework for Grade 3

Mississippi Language Arts Framework	Reading Success
<p>8. <u>Develop an ability to read and with increasing fluency and understanding by writing and using a variety of reading strategies.</u></p> <ul style="list-style-type: none"> c. Predict meaning using a variety of context clues, sentence structure, and some picture clues. g. Demonstrate a variety of strategies for attacking unfamiliar words in 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>
<p>9. <u>Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content.</u></p> <ul style="list-style-type: none"> b. Use comprehension skills to make, confirm, or discount complex predictions. c. Generate questions when participating in language experiences to develop understanding and make response to written materials. e. Recall the main idea and details of what has been read. 	<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>2.2 Students are able to answer literal questions about posters.</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 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.

6.4 Students are able to answer questions about how a character in a reading passage feels.

Standard 7: Mostly About

7.1 Students recognize that all reading passages are mostly about one thing.

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.

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.

Standard 11: What Happens Next

11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.

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.