

Reading Success: Foundations Alignment with Alaska Reading Performance Standards to be Assessed at Grade 3

Alaska Reading Performance Standards	Reading Success
<p>R1.1b Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Language structure, e.g. word order, grammar • Meaning structure, e.g. prior knowledge and context • Text structure, e.g. read left to right 	<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>Standard 15: Vocabulary (Word Meaning)</p> <p>15.1 Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
<p>R1.2a Comprehend literal meaning from text.</p> <p>R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension.</p>	<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> <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>
R1.5 Identify the main idea of a passage.	<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>
R1.7 Distinguish between common forms of text (genres):	Standard 16: Vocabulary (New Bonus Words)

<ul style="list-style-type: none"> • Fiction and nonfiction • Prose and poetry 	<p>16.1 Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p>16.2 Students learn that nonfiction is a type of writing that is true or false.</p> <p>16.3 Students learn that biography is a nonfiction story about someone's life.</p> <p>16.4 Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p> <p>16.6 Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
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