

Reading Success: Foundations Alignment with West Virginia Reading and Language Arts Standards for Grade 3

West Virginia Reading and Language Arts Standards	Reading Success
<p>Reading Objectives Students will: RLA.3.1.2 recognize level appropriate reading vocabulary</p> <p>RLA.3.1.3 use reading skills and strategies to comprehend a variety of literary passages and texts</p> <p>RLA.3.1.4 use comprehension skills to understand a story</p> <p>RLA.3.1.6 use graphic organizers and visualization techniques to interpret information</p> <p>RLA.3.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum</p>	<p>Standard 1: Asking Questions 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 generate questions while reading.</p> <p>Standard 2: Literal Questions 2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 3: Memory Techniques 3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <p>Standard 5: Words in Context 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>

5.4 Students are able to determine the meaning of unknown words in 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 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.

	<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>
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