

Reading Success: Foundations Alignment with Ohio Language Arts Academic Content Standards for Grade 3

Ohio Language Arts Academic Content Standards	Reading Success
<p>Acquisition of Vocabulary</p> <ol style="list-style-type: none"> Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. Use context clues to determine the meaning of homophones, homonyms, and homographs. 	<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>5.4 Students are able to determine the meaning of unknown words in passages.</p>
<p>Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies</p> <ol style="list-style-type: none"> Predict content, events, and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. Make inferences regarding events and possible outcomes from information in the text. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension. Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, or looking back. 	<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 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>3.2 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</p>

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.

	<p>Standard 9: Reading Subject Matter Books</p> <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>9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p> <p>9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</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> <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>
<p>Reading Applications: Informational, Technical, and Persuasive Text</p> <ol style="list-style-type: none"> 1. Use table of contents, chapter headings, glossary, index, captions, and illustrations to locate information and comprehend texts. 2. List questions about essential elements (e.g., why, who, where, what, when, and how) from informational text and identify answers. 3. Identify and list the important central ideas and supporting 	<p>Standard 1: Asking Questions</p> <p>1.3 Students are able to generate questions while reading to aid comprehension.</p> <p>1.4 Given a reading passage, students are able to generate questions while reading.</p> <p>Standard 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p>

<p>details of informational text.</p> <p>4. Draw conclusions from information in maps, charts, graphs, and diagrams.</p>	<p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <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 9: Reading Subject Matter Books</p> <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>9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p> <p>9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</p>
<p>Reading Applications: Literary Text</p> <p>4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction, and non-fiction.</p>	<p>Standard 16: Vocabulary (New Bonus Words)</p> <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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