

Reading Success: Foundations Alignment with Texas English Language Arts Knowledge and Skills for Grade 3

Texas English Language Arts Knowledge and Skills	Reading Success
<p>(3.5) Reading/word identification. The student uses a variety of word identification strategies.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3) 	<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>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (A) use prior knowledge to anticipate meaning and make sense of texts (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (I) represent text information in different ways, including story maps, graphs, and charts 	<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>Standard 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p>

(K) practice different kinds of questions and tasks, including test-like comprehension questions

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.

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.

Standard 9: Reading Subject Matter Books

9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.

9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.

	<p>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.</p> <p>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.</p>
<p>(3.12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams 	<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 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.</p> <p>9.3 Students are able to identify vocabulary words in subject matter reading passages.</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>