

## Reading Success: Foundations Alignment with California Reading Standards for Grade 3

| California Reading Standards  | Reading Success  |
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| <b>1.0 Word Analysis, Fluency, and Systemic Vocabulary Development</b><br><i>Vocabulary and Concept Development</i><br>1.6 Use sentence and word context to find the meaning of unknown words   | <b>Standard 5: Words in Context</b><br><b>5.1</b> Students use context clues to determine the meaning of unknown words.<br><br><b>5.2</b> Given a model sentence with an underlined word, students are able to identify a word with the same meaning as the underlined word.<br><br><b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.<br><br><b>5.4</b> Students are able to determine the meaning of unknown words in passages. |
| <b>2.0 Reading Comprehension</b><br><i>Structural Features of Informational Materials</i><br>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.   | <b>Standard 9: Reading Subject Matter Books</b><br><b>9.1</b> 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.  |
| <b>2.0 Reading Comprehension</b><br><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i><br>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.<br><br>2.3 Demonstrate comprehension by identifying answers in the text.<br><br>2.5 Distinguish the main idea and supporting details in expository text. | <b>Standard 1: Asking Questions</b><br><b>1.1</b> Students are able to generate questions while reading to aid comprehension.<br><br><b>1.2</b> Given a reading passage, students are able to write several literal questions that are answered in the passage.<br><br><b>1.3</b> Given a reading passage, students are able to generate questions while reading.<br><br><b>Standard 2: Literal Questions</b>  |

**2.1** Students are able to answer literal questions about reading passages.

**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 4: Reviewing Details**

**4.1** Students are able to remember details of previously read reading passages.

**Standard 6: Inference Questions**

**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

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|   | <p>between details of the passage and a statement that explains what the passage is mostly about.</p> <p><b>Standard 14: Main Idea</b><br/> <b>14.1</b> 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><b>3.0 Literary Response and Analysis</b><br/> <i>Structural Features of Literature</i><br/> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)</p>                   | <p><b>Standard 16: Vocabulary (New Bonus Words)</b><br/> <b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.</p> <p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p>   |
| <p><b>3.0 Literary Response and Analysis</b><br/> <i>Narrative Analysis of Grade-Level-Appropriate Text</i><br/> 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.</p> | <p><b>Standard 7: Mostly About</b><br/> <b>7.1</b> Students recognize that all reading passages are mostly about one thing.</p> <p><b>7.2</b> 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><b>Standard 14: Main Idea</b><br/> <b>14.1</b> 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> |