

## Reading Success: Foundations Alignment with Tennessee English/Language Arts Curriculum Standards for Grade 3

Tennessee English/Language Arts Curriculum Standards	Reading Success
<p><b>Content Standard: 1.0</b>  The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.</p> <p><b>Learning Expectations:</b>  1.07 Develop and extend reading vocabulary.  1.08 Develop and use pre-reading strategies.  1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.  1.11 Develop skills to facilitate reading to learn in a variety of content areas.  1.13 Experience various literary genres.</p>	<p><b>Standard 1: Asking Questions</b>  <b>1.1</b> Students are able to generate questions while reading to aid comprehension.  <b>1.2</b> Given a reading passage, students are able to write several literal questions that are answered in the passage.  <b>1.3</b> Given a reading passage, students are able to generate questions while reading.</p> <p><b>Standard 2: Literal Questions</b>  <b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>Standard 5: Words in Context</b>  <b>5.1</b> Students use context clues to determine the meaning of unknown words.  <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.  <b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.  <b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>

**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.

**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.

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

**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.

**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.

**Standard 15: Vocabulary (Word Meaning)**

**15.1** Given a list of unknown words, students are able to match each word with a one or two word definition.

**Standard 16: Vocabulary (New Bonus Words)**

**16.1** Students learn that fiction is a type of writing created from the imagination of the writer.

**16.2** Students learn that nonfiction is a type of writing that is true or false.

**16.3** Students learn that biography is a nonfiction story about someone's life.

**16.4** Students learn that autobiography is a nonfiction story written by someone about his or her own life.

	<p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p> <p><b>16.6</b> Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
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