

Reading Success: Foundations Alignment with Utah English Language Arts Core Standards for Grade 3

Utah English Language Arts Core Standards	Reading Success
<p>Standard VI Vocabulary – Students learn and use grade level vocabulary to increase understanding and read fluently.</p> <p>Objective 3 Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> b. Use context to determine the meaning of unknown key words c. Use context clues to determine the meanings of synonyms, antonyms, homonyms, and multiple-meaning words 	<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>Standard VII Comprehension- Students understand, interpret, and analyze narrative and informational grade level text.</p> <p>Objective 2 Apply strategies to comprehend text.</p> <ul style="list-style-type: none"> a. Relate prior knowledge to make connections to text b. Generate questions about text d. Make and confirm predictions while reading using title, picture clues, text and/or prior knowledge e. Make inferences and draw conclusions from text f. Identify topic/main idea from text; not details h. Monitor and clarify understanding applying fix-up strategies while interacting with text 	<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>

Objective 3

Recognize and use features of narrative and informational text.

- b. Identify different genres
- c. Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary

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.

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 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.

16.5 Students are able to differentiate between fiction passages and nonfiction passages.

16.6 Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.