

## Reading Success: Foundations Alignment with Nevada Reading Content Standards for Grade 3

Nevada Reading Content Standards	Reading Success
<p><b>Content Standard 1.0:</b> Students know and use word analysis skills and strategies to comprehend new words encountered in text.</p> <p>1.3.2 Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.</p>	<p><b>Standard 5: Words in Context</b></p> <p><b>5.1</b> Students use context clues to determine the meaning of unknown words.</p> <p><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.</p> <p><b>5.3</b> Given a list of vocabulary words, students are able to match a word with its correct definition.</p> <p><b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<p><b>Content Standard 2.0:</b> Students use reading process skills and strategies to build comprehension.</p> <p>2.3.3 Recall essential points in text while reading; make and revise predictions about upcoming information.</p>	<p><b>Standard 1: Asking Questions</b></p> <p><b>1.1</b> Students are able to generate questions while reading to aid comprehension.</p> <p><b>1.2</b> Given a reading passage, students are able to write several literal questions that are answered in the passage.</p> <p><b>1.3</b> Given a reading passage, students are able to generate questions while reading.</p> <p><b>Standard 3: Memory Techniques</b></p> <p><b>3.1</b> Students learn that remembering new information is easier when it is related to something already known.</p> <p><b>3.2</b> Students are able to use graphic organizers to help them</p>

	<p>remember details.</p> <p><b>3.3</b> Students are able to use mnemonic devices to help them remember details.</p> <p><b>3.4</b> Students are able to use graphic organizers to help them answer questions.</p> <p><b>Standard 4: Reviewing Details</b></p> <p><b>4.1</b> Students are able to remember details of previously read reading passages.</p> <p><b>Standard 11: What Happens Next</b></p> <p><b>11.1</b> Given a reading passage, students are able to read the passage and infer what will probably happen next.</p>
<p><b>Content Standard 3.0:</b> Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</p> <p>3.3.2 Make inferences about setting and characters' traits; make predictions about plot; check tone for verification.</p> <p>3.3.7 Read and identify stories, plays, poetry, and nonfiction selections.</p>	<p><b>Standard 6: Inference Questions</b></p> <p><b>6.1</b> Students recognize that inference means guessing about something from another thing that you already know.</p> <p><b>6.2</b> Students are able to answer inference questions when given hints.</p> <p><b>6.3</b> Students are able to answer inference questions without hints.</p> <p><b>6.4</b> Students are able to answer questions about how a character in a reading passage feels.</p> <p><b>Standard 16: Vocabulary (New Bonus Words)</b></p> <p><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>16.3</b> Students learn that biography is a nonfiction story about someone's life.</p> <p><b>16.4</b> Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <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>
<p><b>Content Standard 4.0:</b> Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</p> <p>4.3.1 Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.</p> <p>4.3.4 Draw conclusions about text and support them with textual evidence and experience.</p>	<p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>2.2</b> Students are able to answer literal questions about posters.</p> <p><b>Standard 8: Parts of a Story</b></p> <p><b>8.1</b> Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p><b>Standard 9: Reading Subject Matter Books</b></p> <p><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.</p> <p><b>Standard 14: Main Idea</b></p> <p><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</p>

	what is being said about that person or thing in order to determine the main idea of the passage.
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