

Reading Success: Foundations Alignment with Connecticut Language Arts Framework for Grade 3

Connecticut Language Arts Framework	Reading Success
<p>Reading and Responding: How do we understand what we read?</p> <ol style="list-style-type: none"> 1. use prereading activities to activate prior knowledge and establish purpose. 4. recognize and organize relevant information in proper sequence to use in a summary. 	<p>Standard 9: Reading Subject Matter Books</p> <p>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>Standard 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p>8.2 Students are able to use graphic organizers to identify the parts of a story.</p> <p>8.3 Students are able to put events from a story in chronological order.</p>
<p>Reading and Responding: How do we understand what we read?</p> <ol style="list-style-type: none"> 1. ask questions to clarify meaning 2. answer literal and inferential questions about grade-appropriate books 3. distinguish between fiction and nonfiction 	<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 write several literal questions that are answered in the passage.</p> <p>1.3 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>2.2 Students are able to answer literal questions about posters.</p>

	<p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about something from another thing that you already know.</p> <p>6.2 Students are able to answer inference questions when given hints.</p> <p>6.3 Students are able to answer inference questions without hints.</p> <p>6.4 Students are able to answer questions about how a character in a reading passage feels.</p> <p>Standard 16: Vocabulary (New Bonus Words)</p> <p>16.1 Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p>16.2 Students learn that nonfiction is a type of writing that is true or false.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p>
<p>Exploring and Responding to Literature: How does literature enrich our lives?</p> <p>4. interpret fiction by discussing the underlying theme or message</p>	<p>Standard 7: Mostly About</p> <p>7.1 Students recognize that all reading passages are mostly about one thing.</p> <p>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.</p> <p>Standard 14: Main Idea</p>

	<p>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>
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