

## Reading Success: Foundations Alignment with New Jersey Content Standards for Language Arts Literacy for End of Grade 3

New Jersey Content Standards for Language Arts Literacy	Reading Success
<b>E. Reading Strategies (before, during, and after reading)</b> <ol style="list-style-type: none"> <li>1. Set purpose for reading and check to verify or change predictions during/after reading.</li> <li>2. Monitor comprehension and accuracy while reading in context and self-correct errors.</li> <li>3. Use pictures and context clues to assist with decoding of new words.</li> <li>4. Develop and use graphic organizers to build on experiences and extend learning.</li> </ol>	<b>Standard 9: Reading Subject Matter Books</b> <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>9.2</b> Given a subject matter reading passage, students are able to answer questions about the first paragraph of each section of the passage.</p> <p><b>9.3</b> Students are able to identify vocabulary words in subject matter reading passages.</p> <p><b>9.4</b> Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p> <p><b>9.5</b> Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</p>
<b>F. Vocabulary and Concept Development</b> <ol style="list-style-type: none"> <li>5. Use pictures and context clues to assist with meaning of new words.</li> </ol>	<b>Standard 5: Words in Context</b> <p><b>5.1</b> Students use context clues to determine the meaning of unknown words.</p> <p><b>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<b>G. Comprehension Skills and Response to Text</b> <ol style="list-style-type: none"> <li>1. Recognize purpose of the text.</li> <li>2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting text.</li> <li>4. Ask how, why, and what-if questions in interpreting non-</li> </ol>	<b>Standard 1: Asking Questions</b> <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</p>

<p>fiction texts.</p> <p>13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.</p>	<p>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 7: Mostly About</b></p> <p><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></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 what is being said about that person or thing in order to determine the main idea of the passage.</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>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p>

