

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

Michigan English Language Arts Standards	Reading Success
<p>Word Recognition and Word Study Students will... R.WS.03.08 Determine the meaning of words and phrases in context, (e.g., synonyms, antonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary)</p>	<p>Standard 5: Words in Context 5.1 Students use context clues to determine the meaning of unknown words. 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. 5.3 Given a list of vocabulary words, students are able to match a word with its correct definition. 5.4 Students are able to determine the meaning of unknown words in passages.</p>
<p>Narrative Text Students will... R.NT.03.02 Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction). R.NT.03.03 Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lessons/moral (e.g., fable) in narrative text.</p>	<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. 6.4 Students are able to answer questions about how a character in a reading passage feels. Standard 7: Mostly About 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> <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>16.3 Students learn that biography is a nonfiction story about someone's life.</p> <p>16.4 Students learn that autobiography is a nonfiction story written by someone about his or her own life.</p> <p>16.5 Students are able to differentiate between fiction passages and nonfiction passages.</p> <p>16.6 Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>
<p>Informational Text Students will...</p>	<p>Standard 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the</p>

<p>R.IT.03.02 Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive)</p> <p>R.IT.03.03 Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.</p>	<p>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>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>Metacognition Students will...</p> <p>R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing)</p> <p>R.MT.03.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).</p>	<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 3: Memory Techniques</p> <p>3.1 Students learn that remembering new information is easier when it is related to something already known.</p>

	<p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.3 Students are able to use mnemonic devices to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</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 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 8: Parts of a Story</p> <p>8.1 Given a reading passage, the student can identify the</p>
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	<p>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>Standard 11: What Happens Next</p> <p>11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.</p>
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