

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

North Carolina English Language Arts Standards	Reading Success
<p>Competency Goal 1: The learner will apply enabling strategies and skills to read and write.</p> <p>1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.</p>	<p>Standard 5: Words in Context</p> <p>5.1 Students use context clues to determine the meaning of unknown words.</p> <p>5.4 Students are able to determine the meaning of unknown words in passages.</p>
<p>Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>2.02 Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> • Previewing the text • Asking questions <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> • Sequence • Main idea and supporting details 	<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 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 chronological order of events in the passage.</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>9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p> <p>9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</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>Competency 3: The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • Making inferences and drawing conclusions about characters and events. 	<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>