

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

Georgia English Language Arts Standards	Reading Success
<p>Vocabulary</p> <p><b>ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student</b></p> <ul style="list-style-type: none"> <li>b. Uses grade-appropriate words with multiple meanings.</li> <li>f. Determines the meaning of unknown words on the basis of context</li> </ul>	<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>Standard 15: Vocabulary (Word Meaning)</b></p> <p><b>15.1</b> Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
<p>Comprehension</p> <p><b>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student</b></p> <ul style="list-style-type: none"> <li>b. Makes predictions from text content.</li> <li>c. Generates questions to improve comprehension.</li> <li>f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.</li> <li>h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.</li> <li>j. Identifies and infers main idea and supporting</li> </ul>	<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 2: Literal Questions</b></p>

- details.
- k. Self-monitors comprehension to clarify meaning.
  - l. Identifies and infers cause and effect relationships and draws conclusions.
  - m. Recalls explicit facts and infers implicit facts.
  - n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).
  - o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.

**2.1** Students are able to answer literal questions about reading passages.

**2.2** Students are able to answer literal questions about posters.

**Standard 3: Memory Techniques**

**3.1** Students learn that remembering new information is easier when it is related to something already known.

**3.4** Students are able to use graphic organizers to help them answer questions.

**Standard 4: Reviewing Details**

**4.1** Students are able to remember details of previously read reading passages.

**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.

**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.

**Standard 9: Reading Subject Matter Books**

**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.

**9.2** Given a subject matter reading passage, students are able to answer questions about the first paragraph of each section of the passage.

**9.3** Students are able to identify vocabulary words in subject matter reading passages.

**9.4** Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.

**9.5** Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.

**Standard 11: What Happens Next**

**11.1** Given a reading passage, students are able to read the passage and infer what will probably happen next.

**Standard 14: Main Idea**

**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.

**Standard 16: Vocabulary (New Bonus Words)**

**16.1** Students learn that fiction is a type of writing created from the imagination of the writer.

**16.2** Students learn that nonfiction is a type of writing that is true or false.

**16.3** Students learn that biography is a nonfiction story about someone's life.

**16.4** Students learn that autobiography is a nonfiction story written by someone about his or her own life.

**16.5** Students are able to differentiate between fiction passages and nonfiction passages.