

## Reading Success: Foundations Alignment with Oklahoma Language Arts Priority Academic Student Skills for Grade 3

Oklahoma Language Arts Priority Academic Student Skills	Reading Success
<p><b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b></p> <p><b>Standard 2: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b></p> <p>1. Words in Context – Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.</p>	<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>5.4</b> Students are able to determine the meaning of unknown words in passages.</p>
<p><b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b></p> <p><b>Standard 4: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.</b></p> <p>1. Literal Understanding</p> <ol style="list-style-type: none"> <li>Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.</li> <li>Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.</li> <li>Recall major points in a text and revise predictions about what is read.</li> </ol>	<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 generate questions while reading.</p> <p><b>Standard 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <p><b>2.2</b> Students are able to answer literal questions about posters.</p> <p><b>Standard 3: Memory Techniques</b></p> <p><b>3.2</b> Students are able to use graphic organizers to help them remember details.</p>

<p>d. Show understanding by asking questions and supporting answers with literal information in the text.</p> <p>2. Inferences and Interpretation</p> <p>a. Make inferences by connecting prior knowledge and experience with information from the text.</p> <p>3. Summary and Generalization</p> <p>b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text)</p> <p>5. Monitoring and Correction Strategies</p> <p>a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)</p> <p>b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.</p> <p>c. Clarify meaning by rereading, questioning, and modifying predictions.</p>	<p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <p><b>Standard 6: Inference Questions</b></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><b>Standard 7: Mostly About</b></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><b>Standard 8: Parts of a Story</b></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</p>
---	--

order.

**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.

**9.4** 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.