

Reading Success: Foundations Alignment with Pennsylvania Academic Standards for Reading for Grade 3

Pennsylvania Academic Standards for Reading	Reading Success
<p>1.1 Learn to Read Independently</p> <p>B. Preview the text formats (e.g., title, headings, chapter, and table of contents).</p> <p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).</p> <p>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text. 	<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 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 5: Words in Context</p> <p>5.1 Students use context clues to determine the meaning of unknown words.</p> <p>5.2 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>5.4 Students are able to determine the meaning of unknown words in passages.</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</p>

	<p>what the passage is mostly about.</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>9.3 Students are able to identify vocabulary words in subject matter reading passages.</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 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> <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 15: Vocabulary (Word Meaning)</p> <p>15.1 Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
1.2 Reading Critically in All Content Areas	<p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about</p>

<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on the text. 	<p>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>
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