

**Reading Success: Foundations Alignment with Maryland Voluntary State Curriculum  
in Reading/English Language Arts for Grade 3**

Maryland Reading/English Language Arts Curriculum	Reading Success
<p><b>1.0 General Reading Process</b>  <b>Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b></p> <ul style="list-style-type: none"> <li>2. Develop a conceptual understanding of new words               <ul style="list-style-type: none"> <li>a. Identify and sort common words into conceptual categories, such as general to specific, lesser to greater</li> </ul> </li> <li>3. Understand, acquire, and use new vocabulary               <ul style="list-style-type: none"> <li>a. Use context to determine the meanings of words</li> <li>b. Use word structure to determine the meanings of words</li> </ul> </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 12: Classification</b></p> <p><b>12.1</b> Given a list of items, students are able to classify the items on the list.</p>
<p><b>1.0 General Reading Process</b>  <b>Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b></p> <ul style="list-style-type: none"> <li>2. Use strategies to prepare for reading (before reading)               <ul style="list-style-type: none"> <li>a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs</li> <li>c. Make predictions and ask questions about the text.</li> <li>d. Make connections to the text from prior knowledge and experiences</li> </ul> </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 3: Memory Techniques</b></p> <p><b>3.1</b> Students learn that remembering new information is easier when it is related to something already known.</p> <p><b>3.2</b> Students are able to use graphic organizers to help them remember details.</p> <p><b>3.3</b> Students are able to use mnemonic devices to help them remember details.</p> <p><b>3.4</b> Students are able to use graphic organizers to help them answer questions.</p> <p><b>Standard 9: Reading Subject Matter Books</b></p> <p><b>9.1</b> 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><b>1.0 General Reading Process</b></p> <p><b>Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b></p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p> <ol style="list-style-type: none"> <li>Identify and explain the main idea.</li> <li>Identify and explain what is directly stated in the passage</li> <li>Identify and explain what is not directly stated in the text by drawing inferences.</li> <li>Draw conclusions based on the text and prior knowledge</li> <li>Confirm, refute, or make predictions and form new ideas</li> </ol>	<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 4: Reviewing Details</b></p> <p><b>4.1</b> Students are able to remember details of previously read reading passages.</p> <p><b>Standard 6: Inference Questions</b></p> <p><b>6.1</b> Students recognize that inference means guessing about something from another thing that you already know.</p> <p><b>6.2</b> Students are able to answer inference questions when given</p>

	<p>hints.</p> <p><b>6.3</b> Students are able to answer inference questions without hints.</p> <p><b>6.4</b> 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><b>7.1</b> Students recognize that all reading passages are mostly about one thing.</p> <p><b>7.2</b> 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><b>8.1</b> Given a reading passage, the student can identify the chronological order of events in the passage.</p> <p><b>Standard 11: What Happens Next</b></p> <p><b>11.1</b> Given a reading passage, students are able to read the passage and infer what will probably happen next.</p> <p><b>Standard 14: Main Idea</b></p> <p><b>14.1</b> 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><b>3.0 Comprehension of Literary Texts: Students will read, comprehend, interpret, analyze, and evaluate literary texts</b></p> <p>3. Use elements of narrative texts to facilitate</p>	<p><b>Standard 16: Vocabulary (New Bonus Words)</b></p> <p><b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p>

understanding.

- a. Identify and distinguish among types of narrative texts.

**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.

**16.6** Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.