

## Reading Success: Foundations Alignment with Arizona Reading Standards for Grades 1-3

Arizona Reading Standards	Reading Success
<p><b>Standard 1: Reading</b>  <b>R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.</b></p> <p>PO 1. Derive meaning from a written selection using reading/decoding strategies.</p> <ul style="list-style-type: none"> <li>- phonetic clues</li> <li>- context clues</li> <li>- picture clues</li> <li>- word order</li> <li>- structural analysis</li> <li>- word recognition</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><b>Standard 1: Reading</b>  <b>R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction.</b></p> <p>PO 1. Draw conclusions based on the text.</p> <p>PO 3. Predict events, actions, and behaviors using prior knowledge and/or details to comprehend a reading selection.</p> <p>PO 5. Differentiate fiction and nonfiction text.</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 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 8: Parts of a Story</b>  <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>  <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>  <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>Standard 16: Vocabulary (New Bonus Words)</b>  <b>16.1</b> Students learn that fiction is a type of writing created from the imagination of the writer.</p> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.</p> <p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p>
<p><b>Standard 1: Reading</b>  <b>R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature.</b>          PO 1. Identify the main idea and relevant facts in a reading selection.</p>	<p><b>Standard 7: Mostly About</b>  <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>PO 2. Sequence a series of events from a reading selection.</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>8.2</b> Students are able to use graphic organizers to identify the parts of a story.</p> <p><b>8.3</b> Students are able to put events from a story in chronological order.</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>Standard 1: Reading</b></p> <p><b>R-F5. Analyze sections of fiction, nonfiction, and poetry for their literary elements such as character, setting, plot, sequence of events, and organization of text.</b></p> <p>PO 3. Describe the structural elements of poetry</p> <p>PO 4. Describe the literary elements of fiction and nonfiction.</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> <p><b>16.2</b> Students learn that nonfiction is a type of writing that is true or false.</p> <p><b>16.5</b> Students are able to differentiate between fiction passages and nonfiction passages.</p> <p><b>16.6</b> Students learn that a limerick is a funny poem with all lines having the same rhyme scheme.</p>