

## Reading Success: Foundations Alignment with Vermont Communication Standards for Grades PreK-4

Vermont Communication Standards	Reading Success
<p><b>Reading</b> <b>Reading Strategies</b></p> <p>1.1 Students use a variety of strategies to help them read. This is evident when students use a combination of strategies including:</p> <ul style="list-style-type: none"> <li>c. Meaning in 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>Reading</b> <b>Reading Comprehension</b></p> <p>1.2 Students read for meaning, demonstrating both initial understanding and personal response to what is read. This is evident when students:</p> <ul style="list-style-type: none"> <li>a. Comprehend grade-appropriate materials</li> <li>b. Analyze and interpret features of a wide variety of types of texts</li> <li>c. Make connections among various parts of a text, among several texts, and between texts and other experiences in and out of school</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 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>Standard 3: Memory Techniques</b></p> <p><b>3.2</b> Students are able to use graphic organizers to help them remember details.</p>

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

**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.

**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 8: Parts of a Story**

**8.1** Given a reading passage, the student can identify the chronological order of events in the passage.

**Standard 9: Reading Subject Matter Books**

**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.

	<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>Writing</b>  <b>Responding to Text</b>  5.13 Students respond to literary texts and public documents using interpretive, critical, and evaluative processes. This is evident when students:</p> <ul style="list-style-type: none"> <li>a. Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them</li> <li>b. Explain the differences between various genres</li> </ul>	<p><b>Standard 6: Inference Questions</b>  <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>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>16.3</b> Students learn that biography is a nonfiction story about someone's life.</p> <p><b>16.4</b> Students learn that autobiography is a nonfiction story written by someone about his or her own life.</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>
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