

## Reading Success: Foundations Alignment with Wyoming Language Arts Content and Performance Standards for Grade 3

Wyoming Language Arts Content and Performance Standards	Reading Success
<p>Content Standard</p> <p>1. <u>Reading</u></p> <p>I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p style="padding-left: 40px;">B. Students comprehend main idea and supporting details.</p> <p style="padding-left: 40px;">C. Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.</p>	<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> <p><b>3.4</b> Students are able to use graphic organizers to help them answer questions.</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</p>

a reading passage feels.

**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**

**9.1** 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

	<p>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>Content Standard</p> <p>1. <u>Reading</u></p> <p>II. Students read and interpret literature.</p> <p>D. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.</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>16.3</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>
<p>Content Standard</p> <p>1. <u>Reading</u></p> <p>III. Students demonstrate understanding of informational texts.</p> <p>A. Students distinguish the main idea and supporting details in grade-level-appropriate expository text.</p> <p>C. Students locate information using a table of contents or glossary.</p> <p>D. Students interpret simple maps, charts, and graphs.</p> <p>E. Students read nonfiction texts such as biographies.</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><b>3.4</b> Students are able to use graphic organizers to help them answer questions.</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>

**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 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.

**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.

**Standard 16: Vocabulary (New Bonus Words)**

**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.