

## Reading Success: Foundations Alignment with South Dakota Reading Standards for Grade 3

South Dakota Reading Standards	Reading Success
<p><b>3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages.</b> <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> <li>• Use comprehension strategies;</li> <li>• Use prior knowledge to make connections from text-to-self, text-to-text, and text-to-world;</li> <li>• Make predictions before and during reading by using the table of contents, chapter headings, title page, and illustrations.</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 2: Literal Questions</b></p> <p><b>2.1</b> Students are able to answer literal questions about reading passages.</p> <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 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>9.5</b> Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</p>
<p><b>3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• Sequence the main events of a story;</li> <li>• Describe the main problem and its solution.</li> </ul>	<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>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>