

Reading Success: Foundations Alignment with Kansas Reading Standards for Grade 3

Kansas Reading Standards	Reading Success
<p>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 3: The student expands vocabulary.</p> <p>The student...</p> <ol style="list-style-type: none"> determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs 	<p>Standard 5: Words in Context</p> <p>5.1 Students use context clues to determine the meaning of unknown words.</p> <p>5.2 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>5.3 Given a list of vocabulary words, students are able to match a word with its correct definition.</p> <p>5.4 Students are able to determine the meaning of unknown words in passages.</p>
<p>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</p> <p>Benchmark 4: The student comprehends a wide variety of texts (narrative, expository, technical, and persuasive)</p> <p>The student...</p> <ol style="list-style-type: none"> understands the purpose of text features (e.g., title, graphs and charts, tables of contents, pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information and to gain meaning from appropriate level texts uses prior knowledge and content to make, revise, and confirm predictions generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text 	<p>Standard 1: Asking Questions</p> <p>1.1 Students are able to generate questions while reading to aid comprehension.</p> <p>1.2 Given a reading passage, students are able to write several literal questions that are answered in the passage.</p> <p>1.3 Given a reading passage, students are able to generate questions while reading.</p> <p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>2.2 Students are able to answer literal questions about posters.</p>

5. uses information from the text to make inferences and draw conclusions
6. identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect)
7. sequence events and information in logical order
11. identifies the topic, main ideas, and supporting details in appropriate level texts

Standard 3: Memory Techniques

3.2 Students are able to use graphic organizers to help them remember details.

3.3 Students are able to use mnemonic devices to help them remember details.

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.

6.4 Students are able to answer questions about how a character in 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.

	<p>8.2 Students are able to use graphic organizers to identify the parts of a story.</p> <p>8.3 Students are able to put events from a story in chronological order.</p> <p>Standard 9: Reading Subject Matter Books</p> <p>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.</p> <p>Standard 11: What Happens Next</p> <p>11.1 Given a reading passage, students are able to read the passage and infer what will probably happen next.</p> <p>Standard 14: Main Idea</p> <p>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.</p>
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