

Reading Success: Foundations Alignment with Washington English Language Arts Grade Level Expectations for Grade 3

Washington English Language Arts Grade Level Expectations	Reading Success
<p>EALR 1: The student understands and uses different skills and strategies to read. Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.</p> <p>1.2.2 Apply vocabulary strategies in grade-level text</p> <ul style="list-style-type: none"> • Use prior knowledge, context, pictures, illustrations, and diagrams to predict, clarify, and/or expand word meaning, including multiple meaning words 	<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>EALR 1: The student understands and uses different skills and strategies to read. Component 1.3: Build vocabulary through wide reading.</p> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.</p> <ul style="list-style-type: none"> • Select, from multiple choices, the meaning of words necessary to understand content/academic text 	<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 15: Vocabulary (Word Meaning) 15.1 Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
<p>EALR 2: The student understands the meaning of what is read. Component 2.1: Demonstrate evidence of reading comprehension.</p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <ul style="list-style-type: none"> • State main idea of an informational/expository text passage and give two reasons from the text supporting the choice. • State the main idea of a literary/narrative text passage and support with two details from the story. • Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text. 	<p>Standard 3: Memory Techniques 3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <p>Standard 7: Mostly About 7.1 Students recognize that all reading passages are mostly about one thing.</p> <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.</p> <p>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.</p>
<p>EALR 2: The student understands the meaning of what is read. Component 2.1: Demonstrate evidence of reading comprehension.</p> <p>2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.</p> <ul style="list-style-type: none"> • Call on prior knowledge about a topic and organize 	<p>Standard 2: Literal Questions 2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 4: Reviewing Details 4.1 Students are able to remember details of previously read reading passages.</p>

information into a graphic organizer to aid in comprehension of text	<p>Standard 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p>
<p>EALR 2: The student understands the meaning of what is read.</p> <p>Component 2.1: Demonstrate evidence of reading comprehension.</p> <p>2.15 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text.</p> <ul style="list-style-type: none"> Predict or infer about text content using prior knowledge, text, and text features in both literary/narrative and informational/expository text. Support with evidence from text. Use text to make, confirm, or revise inferences and predictions in both literary/narrative and informational/expository text. Organize information that supports a prediction or inference in a teacher-selected graphic organizer to enhance comprehension. 	<p>Standard 3: Memory Techniques</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <p>Standard 6: Inference Questions</p> <p>6.1 Students recognize that inference means guessing about something from another thing that you already know.</p> <p>6.2 Students are able to answer inference questions when given hints.</p> <p>6.3 Students are able to answer inference questions without hints.</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>EALR 2: The student understands the meaning of what is read.</p> <p>Component 2.1: Demonstrate evidence of reading comprehension.</p> <p>2.1.6 Apply comprehension monitoring strategies before, during,</p>	<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 generate questions while reading.</p>

<p>and after reading: monitor for meaning, create mental images, and generate and answer questions.</p> <ul style="list-style-type: none"> • Generate and answer questions before, during, and after reading. • Organize images and information into a graphic organizer with teacher guidance to enhance comprehension of text. 	<p>Standard 2: Literal Questions 2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 3: Memory Techniques 3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p>
<p>EALR 2: The student understands the meaning of what is read. Component 2.2: Understand and apply knowledge of text components to comprehend text.</p> <p>2.2.1 Understand sequence in informational/expository text and literary/narrative text.</p> <ul style="list-style-type: none"> • Select, from multiple choices, the order of ideas, facts, events 	<p>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> <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>