

Reading Success: Foundations Alignment with Florida Language Arts Grade Level Expectations for Grades 3

Florida Language Arts Grade Level Expectations	Reading Success
<p>Reading</p> <ul style="list-style-type: none"> • Uses text features to predict content and monitor comprehension (for example, uses tables of contents, indexes, captions, illustrations, key words, preview text) • Uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones • Makes, confirms, and revises predictions • Uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions) • Uses a variety of strategies to monitor reading in third-grade or higher texts • Reads and organizes information for different purposes 	<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 3: Memory Techniques</p> <p>3.1 Students learn that remembering new information is easier when it is related to something already known.</p> <p>3.2 Students are able to use graphic organizers to help them remember details.</p> <p>3.3 Students are able to use mnemonic devices to help them remember details.</p> <p>3.4 Students are able to use graphic organizers to help them answer questions.</p> <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</p>

	<p>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 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 15: Vocabulary (Word Meaning)</p> <p>15.1 Given a list of unknown words, students are able to match each word with a one or two word definition.</p>
<p>Literature</p> <ul style="list-style-type: none"> • Understand the distinguishing features of literary texts • Understand the distinguishing features of nonfiction texts • Makes inferences and draws conclusions regarding story elements of a third-grade or higher level text • Recognizes the major theme of a story 	<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> <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</p>

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.

8.2 Students are able to use graphic organizers to identify the parts of a story.

8.3 Students are able to put events from a story in chronological order.

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

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)

16.1 Students learn that fiction is a type of writing created from the imagination of the writer.

16.2 Students learn that nonfiction is a type of writing that is true or false.

16.5 Students are able to differentiate between fiction passages and nonfiction passages.