

Reading Success: Foundations Alignment with Rhode Island Grade Level Expectations for Reading in Grade 3

Rhode Island Grade Level Expectations for Reading	Reading Success
<p>R-3-2: Students identify the meaning of unfamiliar vocabulary by...</p> <p>R-3-2.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources such as dictionaries, glossaries, or prior knowledge)</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 able to identify a word with the same meaning as the underlined word.</p> <p>5.4 Students are able to determine the meaning of unknown words in passages.</p>
<p>R-3-3.2 Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey) or words with multiple meanings.</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>R-3-5: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>R-3-5.1: Making logical predictions.</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>6.4 Students are able to answer questions about how a character in a reading passage feels.</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>R-3-5.5: Identifying the author's basic message.</p>	<p>Standard 7: Mostly About</p> <p>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</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>
<p>R-3-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-3-7.1: Obtaining information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)</p>	<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 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>9.3 Students are able to identify vocabulary words in subject matter reading passages.</p> <p>9.4 Students learn to read the questions at the end of a subject matter reading passage before reading the passage to aid comprehension.</p>

	<p>9.5 Students learn specific steps to follow in order to improve their comprehension when reading subject matter passages.</p>
<p>R-3-7.2: Using information from the text to answer questions related to explicitly stated main/central ideas or details.</p>	<p>Standard 2: Literal Questions</p> <p>2.1 Students are able to answer literal questions about reading passages.</p> <p>Standard 7: Mostly About</p> <p>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</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>