Reading Goals by Skills – 3rd Grade

Content Standard: 9 Comprehension

General Goal: *Using Prior Knowledge to Make Meaning*

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<th>SLE#</th>
<th>Required Expectations</th>
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<td>R.9.3.1</td>
<td>Preview text and use text structure to activate prior knowledge</td>
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<td>R.9.3.2</td>
<td>Use prior knowledge to determine a purpose for reading</td>
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General Goal: *Using Connections to making Meaning*

R.9.3.3  Make connections from text to world during reading

General Goal: *Using Visualizing to Make Meaning*

R.9.3.4  Form mental pictures to organize and visualize the content of text

General Goal: *Using Questioning and Monitoring to Make Meaning*

R.9.3.5  Generate questions and check the text for answers

R.9.3.6  Question the author’s purpose

General Goal: *Using Inferences to Make Meaning*

R.9.3.7  Ask questions and support answers by connection prior knowledge with literal and inferential information found in the text

R.9.3.8  Discuss why an author may have selected particular words or phrases

R.9.3.9  Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences
General Goal: Determining Importance to Make Meaning

R.9.3.10 Organize information and events logically
R.9.3.11 Determine the purpose for reading

General Goal: Summarizing and Synthesizing for Meaning

R.9.3.12 Summarize a story
R.9.3.13 Summarize major points found in nonfiction materials
R.9.3.14 Follow directions encountered in functional texts

Content Standard 10: Variety of Texts

General Goal: Exhibit Behaviors and Habits of an Active Reader

R.10.3.1 Read daily
R.10.3.2 Demonstrate knowledge of the content, style, and theme of the works of a single author
R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers
R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including picture and written responses, reading log, interest list and reading goals
R.10.3.5 Self-select materials on independent reading level based on personal interest, knowledge of authors and different types of text
R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection
R.10.3.7 Utilize the appropriate areas of the library/media center to select reading materials

General Goal: Reading a Variety of Informational Materials for Enjoyment and Critical Analysis

R.10.3.8 Read a variety of informational texts, including sequential formats
R.10.3.9 Recognize expository text structures which are sequential
R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge
General Goal: **Reading a Variety of Literature for Enjoyment and Critical Analysis**

R.10.3.11 Read a variety of stories, including tall tales and fables
R.10.3.12 Identify and compare the story elements of tall tales and fables
R.10.3.13 Create own tall tale and/or fable
R.10.3.14 Identify language and literary devices, including mood

General Goal: **Reading a Variety of Poetry for Enjoyment and Critical Analysis**

R.10.3.15 Read a variety of poetry, including diamantes and cinquains
R.10.3.16 Discuss poetry to determine meaning
R.10.3.17 Analyze poetry to identify the characteristics of cinquains

General Goal: **Reading a Variety of Practical Materials for Enjoyment and Critical Analysis**

R.10.3.18 Read a variety of functional/practical texts, including menus, recipes, and maps
R.10.3.19 Use functional print, including recipes, menus, and maps to accomplish tasks
R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia and online reference materials to enhance reading

Content Standard 11: Vocabulary/Word Study/Fluency

General Goal: **Meaning-based Word Recognition**

R.11.3.1 Use context clues to determine precise meaning of new words
R.11.3.2 Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes and suffixes to read with meaning
R.11.3.3 Recognize the relationship between a pronoun and its referent
R.11.3.4 Recognize and use transition words
R.11.3.5 Recognize and use variations of print
General Goal: *Spelling-sound Word Recognition (phonics)*

R.11.3.6  Decode words using variant vowel patterns
R.11.3.7  Decode multi-syllabic suffixes, and root words in continuous text

General Goal: *Sight Word Recognition*

R.11.3.8  Continue to develop sight word vocabulary, including reading words with irregularly spelled suffixes (i.e. –ous, -ion, -ive)

General Goal: *Word Study and Vocabulary*

R.11.3.9  Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words

General Goal: *Accuracy of Reading*

R.11.3.10  Read grade level texts with accuracy of 90% or above

General Goal: *Reading with Fluency and Expression*

R.11.3.11  Read grade level text fluently at a minimum of 110 words per minute
R.11.3.12  Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation and intonation