**It is recommended that your child read for at least 20 minutes per night. Your child can read on his/her own or the two of you can share a read aloud of a favorite or new text.**

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| **Standard Assessed\*** | **Standard** | **Parent Recommendations** |
| **RL3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | When reading fiction or watching a movie or television show, ask your child:* What is the story mainly about?
* What is a problem(s) that the character has to solve? How do they solve it?
* Find the answers to questions in the text or support thinking with details from the show.
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| **RL3.2** | Retell stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | When reading fiction such as The Magic Hat, The Paper BagPrincess, Cloudy with a Chance of Meatballs, Why Mosquitos Buzz, One Grain of Rice, Arrow to the Sun: A Pueblo Indian Tale, etc., ask your child:* Identify the central message (lesson or moral) of the story.
* How does the author share the central message (lesson or theme)?
* Retell the story (beginning, middle, and end) and tell what the author was trying to teach us.
* Find details in the story to support their thinking.
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| **L3.4a** | Use the sentence as a clue to themeaning of a word or phrase in thatsentence. | When reading with your child and he/she comes to an unknown word, ask the following:* Read the sentence and think about what that word might mean.
* What clues can you find in the sentence to help understand or find the meaning of the word?
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| **RI3.8** | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | When reading a nonfiction or informational text or watching a documentary, ask your child:* How does the author share the information?
* Identify parts of the text that help answer the question?
* Read two paragraphs and ask how the ideas in the two paragraphs are connected?
* What particular words or sentences help you to know what comes next? (first, second, next, finally, etc.)
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| **RI3.7** | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | When reading a nonfiction or informational text or watching a documentary, ask your child:* How do the pictures, graphs, maps, or charts help you to better understand the text?
* Tell all of the information about the topic that can be gathered from the illustration.
* Find words in the text that match the illustration. What are they?
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| **RI3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | When reading nonfiction or informational text or watching adocumentary, ask your child:* What is the topic?
* Why did the author write about this topic?
* Ask your child to find the answers to questions in the text.
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| **RI3.3** | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | When reading nonfiction or informational text or watching a documentary, ask your child* Which step comes first? After that?
* What happened first? What comes next?
* How are \_\_\_\_ (events, ideas, or concepts) related?
* What was the result of \_\_\_\_\_\_?
* Tell me how these ideas are the same.
* Tell me how these ideas are different.
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| **RL3.4** | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | * Why did the author choose this word?
* Does the word have other meanings than the way the author used it?
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| **RI3.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* | * What do you do when you come to words you do not know?
* Are there any text features in this book that will help you? (glossary)
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| **L3.5a** | Distinguish the literal and nonliteral meanings of words and phrases incontext (e.g., *take steps*). | * Read books such as, Amelia Bedelia series and The King Who Rained to find examples of the use of literal and nonliteral meanings of words. Identify examples and discuss.
	+ For example, what does it mean to give someone the *cold shoulder?*
	+ For example, why would an author use the term *something’s fishy?*
* Ask your child to be a phrase collector and write down similar phrases that they hear over the period of a day or a week.
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| **RI3.2** | Determine the main idea of a text; recount the key details and explain how they support the main idea. | When reading nonfiction or informational text or watching a documentary, ask your child:* What is the main idea of this text? How do you know?
* What are the important ideas in this text? How do you know?
* How are the important ideas connected to the main ideas?
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| **RL3.3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | When reading fiction or watching a movie or television show, ask your child:* Who are the main characters?
* Tell me how the character is feeling in this part of the story.
* Find the reasons why the character acted this way.
* How do the character’s traits contribute to the story?
* How does this character affect what happens in the beginning or at the end of the story? Why?
* What were the character’s motivations in finding a resolution to the problem?
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* Indicates the order that the standards are assessed.