Read to Achieve Passage Parent Recommendations

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.

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.
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 Bag Princess, 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.
L3.4a	Use the sentence as a clue to the meaning of a word or phrase in that sentence.	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?
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.)
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?
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 a documentary, 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.
RI3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical	When reading nonfiction or informational text or watching a documentary, ask your child • Which step comes first? After that?

	procedures in a text, using language that pertains to time, sequence, and cause/effect.	• 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.
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?
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)

L3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (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.
		   o For example, what does it mean to give someone the *cold shoulder?*
		   o 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.

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?
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?

❖ Indicates the order that the standards are assessed.