**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. |
| **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 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. |
| **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.   + 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. |
| **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.