

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 <u>The Magic Hat</u> , <u>The Paper Bag Princess</u> , <u>Cloudy with a Chance of Meatballs</u> , <u>Why Mosquitos Buzz</u> , <u>One Grain of Rice</u> , <u>Arrow to the Sun: A Pueblo Indian Tale</u> , 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?

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	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 <i>grade 3 topic or subject area</i> .	• 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., <i>take steps</i>).	• Read books such as, <u>Amelia Bedelia</u> series and <u>The King Who Rained</u> 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 <i>cold shoulder</i>? ○ For example, why would an author use the term <i>something's fishy</i>? • 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.