



## A Parent's Guide to: **Third Grade Reading Standards**

Parents and schools working together for student achievement.

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There has been a lot of discussion about “academic standards” and student achievement over the past few years. Standards set the target or the end result of teaching and learning for students at each grade level in reading, math, and other subject areas.

The following guide presents the “performance descriptors” or expectations for reading at the grade level and provides an explanation or example of the skills. Most importantly, this guide has some fun activities for you and your child to do at home. This guide is a start. If you want additional information about how your child is doing and what your child is learning at school, talk to your child’s teacher. For other learning at home ideas, visit the South Dakota Parent Resource Network online at [www.sdprn.org](http://www.sdprn.org), or call toll free at 1-800-219-6247.

**Proficiency Statement:** Students are able to use decoding, word recognition skills, and comprehension strategies to develop vocabulary, to increase fluency, and to construct meaning from text.

**This means that by the end of the third grade children—**

- Read grade level material smoothly with expression, by sounding out new words such as recognizing letter/sound relationships, seeing little words in the bigger word, breaking words apart in chunks, thinking about what makes sense, recognizing sight words, and re-reading.
- Comprehend what they read by using the meaning of a story, making predictions about what will happen, asking questions, and visualizing.
- Use personal experiences and other information to understand and relate what they read to
- themselves and to the world.

**Proficiency Statement:** Students will identify various literary elements, devices, and text structures.

**This means that by the end of the third grade children—**

- Are able to demonstrate their understanding of a story, putting the main events in order, identifying the main problems and the solutions, and find descriptive words and phrases that give more meaning to the story.
- Are able to recognize the basic elements of a story and are able to apply this information to different stories. Basic story elements include:

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- – the characters are who the story is about,
  - – the setting is where the story takes place,
  - – the plot is what happens in the story.

**Proficiency Statement: Students are able to locate and describe text organizational features.**

**This means that by the end of the third grade children—**

- Recognize and use the different parts of a book that help in locating information such as:
  - – the table of contents, the title page, chapter titles, and pictures;
  - – the index which is a list of words at the end of the book that tell the page number in the book where that word can be found;
  - – the glossary is a list of words at the end of the book with meanings and pronunciations; – headings of sections, bold print, table of contents, etc. in informational books (encyclopedias, dictionaries, topical books, etc).

**Proficiency Statement: Students are able to gather information for research and other projects.**

**This means that by the end of the third grade children—**

- Can gather information from several sources such as the internet, the library, print material, newspapers, maps, textbooks, etc.
  - Can arrange/organize information found by means of notes on note cards, highlighting or other organizing strategies for the purpose of learning more about a subject or to complete an assignment.
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## LEARNING AT HOME

- Establish reading times that are a part of daily routines. Have both fiction (made-up stories) and informational books available. Read chapter books that continue from day to day. Stop reading at
- exciting points in the story to build excitement for returning to the story. Listen to your child read books from school. Reread familiar books.
- Go to the library often. Make checking out books a fun routine like renting a movie on Friday night – “every Saturday we check out books!” Talk to the librarian about various books that give information of different subjects.
- Talk about what is read. Ask your child questions about what you are reading together and what they are reading at school. Have them “tell” you in their words about the book they are reading at school. Ask about what might happen next. Ask about the pictures. Ask your child’s opinion about what is read. How do they feel about the characters or what is happening? Ask which characters your child likes and why. Have your child talk about what the characters will do to solve the problems in the story. Ask what he/she would do in the same situation. Ask if anything has happened to him/her like has happened to the characters in the story. Ask about where the characters are at in the story – setting. Ask your child to tell you what places in the story look like. Ask questions about the words and what they make him/her see in his/her imagination. Ask to use words to tell what something looks like in his/her environment.
- Find out what interests your child. Gather information about that topic together. Supply various sources for your child to gather information about a given topic.
- Play games that promote using the various aids in a book to gather information from that book. For instance have an information scavenger hunt. Collect questions from various informational sources and see who can find the answers.
- Demonstrate the use of indexes, glossaries, table of contents, headings or bold type words.
- Read with and to your child. Establish reading times that are a part of a daily routine.
- Ask family member and friends to consider giving your child books and magazine subscriptions as gifts for birthdays or other special occasions. Set aside a special place for your child to keep his/her own library of books.
- Have informational magazines available such as *Discovery* or *Sports Illustrated for Kids* or *American Girl*, etc. Talk about the people in the stories and where they story takes place.
- Talk about what is read. Ask your child questions about what you are reading together and what they are reading at school. Have them tell you in their words about the book they are reading at school. Ask about what might happen next. Ask about the pictures in the story. Ask your child’s opinion about what they are reading.
- Talk about the characters in the story. How do they feel about the characters or what is happening? Ask which characters your child likes and why. Ask your child about what the characters will do to solve the problems in the story. What would he/she would do in the same situation. Ask if anything has happened to him/her likehas happened to the characters in the story.

### South Dakota Resource Network

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