

### What You Need to Know

If you are the parent of a child who has trouble learning to read, you need to know about Ohio's Third Grade Reading Guarantee.

The guarantee says that your child's school has to determine how well he or she is reading at the beginning of each school year from kindergarten through grade 3. If your son or daughter is not reading as well as expected, the school must create a plan to help your child improve.

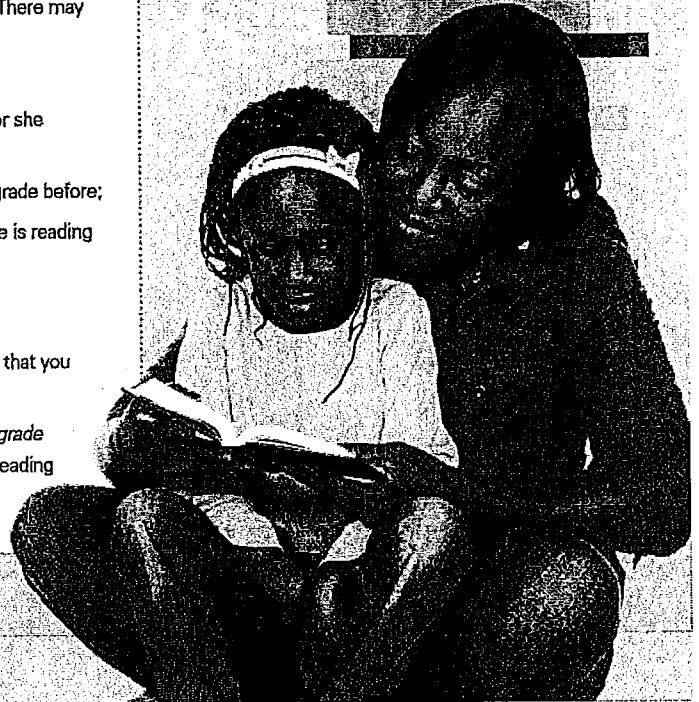
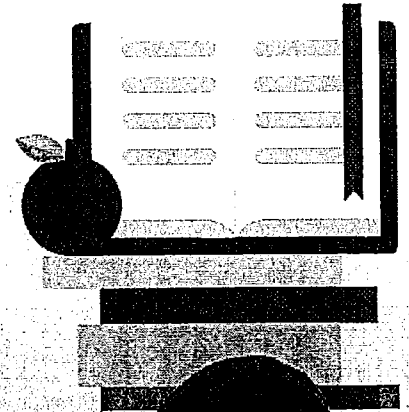
You will be involved in creating this plan. The plan will describe the help your child will receive to get him or her reading on grade level. If your child still is not reading as expected by the end of third grade, the school must keep your child in third grade when the next school year begins. There may be some exceptions:

- If your child is learning to speak English;
- If your child is on an Individualized Education Program (IEP) and the IEP says he or she cannot repeat grade 3 because of reading;
- If your child has received reading help for at least two years and has repeated a grade before;
- If your child shows on certain tests, other than a state reading test, that he or she is reading on grade level.

To find out if your child qualifies for any of these exceptions, talk to his or her teacher.

Your child will have many chances to show his or her reading is improving. It's important that you keep in touch with your child's teacher so you know where things stand.

To help you know what to expect, click [here](#), or go to [education.ohio.gov](http://education.ohio.gov) and type *third grade reading guarantee* in the search box. You will find Parent Roadmaps to the Third Grade Reading Guarantee that you can refer to whenever you have questions.



## 3<sup>rd</sup> Grade Reading State Test

- Go to [oh.portal.airast.org/ocba](http://oh.portal.airast.org/ocba)
- Click on Student Practice site
  1. This will give you an actual practice test to use on the computer.

OR:

- Click on Resources
  1. Type 3<sup>rd</sup> Grade ELA in the search bar
  2. Released test questions from 2016 should come up
  3. This is a PDF so you can only LOOK at these questions and print them out.

# Stimulus for Questions 1 – 8

## Passage 1: Doug Taron: Bug Scientist by Rachel Young

*Click interviews people to learn new things. In this passage, Click interviews a bug expert.*

- 1 Click's friend Doug Taron is a scientist who studies butterflies and other bugs at the Peggy Notebaert Nature Museum in Chicago. One day Click stopped by for a visit. Here's what they said.
- 2 Click: You have bugs for friends? Why do you like bugs so much?
- 3 Doug: Bugs are just totally cool! They're the largest group of animals on Earth. And they have lots of important jobs.
- 4 Click: Bugs have jobs?
- 5 Doug: Sure they do. They help spread pollen and seeds so new plants can grow. They eat dead plants and animals and turn them into dirt. And lots of animals eat insects. If insects disappeared, then most people and animals would too.
- 6 Click: So are there any places that don't have bugs?
- 7 Doug: Not many. Warm, wet places, like the rainforest, have the most bugs. But there are even bugs in icy Antarctica.
- 8 Click: Of all the bugs I know, fireflies are my favorite. Sometimes I catch them in a jar.
- 9 Doug: It's OK to catch bugs so you can give them a closer look. But then be sure to let them go. Now let's go take a look at some of my favorite bugs in the museum's butterfly garden.
- 10 Click: Look at all these beautiful butterflies! You must need a really big net to catch them all.
- 11 Doug: We don't catch them, Click. See these? Each one is a butterfly in its chrysalis stage. Inside, the caterpillar is changing into an adult butterfly.
- 12 Click: Those little things look too small to hold such big butterflies.
- 13 Doug: When the butterflies first emerge, their bodies are big and fat, but their wings are soft and wet and sort of smashed up. They hang upside down to pump fluid from their bodies into their wings. Then, when their wings are all dry and sturdy, we release them in the butterfly garden.
- 14 Click: I see a butterfly on that flower. It's using a straw!
- 15 Doug: That straw is the butterfly's long, hollow tongue. Butterflies uncoil their tongues, then stick them inside flowers to suck out the sweet nectar.
- 16 Click: Whoa! Look at the size of those wings! That's the biggest butterfly I've ever seen.
- 17 Doug: That's not a butterfly, Click. See how its feelers are feathery instead of long and thin? It's an Atlas moth—one of the biggest bugs in the world. Its wings can be a whole 13 inches across.
- 18 Click: There sure are lots of bugs to get to know. I think I'll go introduce myself to some of the ones in my backyard. Bye, bugs! Bye, Doug!

### Glossary

emerges: to come out of

feelers: movable parts (such as antennae) that insects use to sense direction or find food

Excerpt from "Doug Taron Bug Scientist" by Rachel Young. Copyright © 2013 by Click Magazines. Reprinted by permission of Carus Publishing via Copyright Clearance Center.

## Question 1

How are paragraphs 14 and 15 connected?

- (A) Paragraph 14 tells how a butterfly's tongue uncoils and paragraph 15 explains why it does.
- (B) Paragraph 14 tells the first step of how butterflies eat and paragraph 15 explains the second step.
- (C) Paragraph 14 tells how the butterfly's tongue looks like a straw and paragraph 15 explains how the butterfly uses it to get nectar.
- (D) Paragraph 14 tells about a butterfly drinking from a flower and paragraph 15 explains how hard it is for the butterfly to get nectar.

**Points Possible:** 1

**Content Strand:** Integration of Knowledge and Ideas

**Content Standard:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Student Performance on this Question:**

Percent 0 Points Earned: 47.37%  
Percent 1 Point Earned: 52.63%

## Question 2

Based on the information in Passage 2, what happens to the caterpillar's skin?

- Ⓐ It gets bigger as the caterpillar gets bigger.
- Ⓑ It sticks to branches when the caterpillar is eating.
- Ⓒ It splits open when the caterpillar grows too big for it.
- Ⓓ It becomes hard while the caterpillar turns into a butterfly.

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Student Performance on this Question:**

Percent 0 Points Earned: 38.82%

Percent 1 Point Earned: 61.18%

# GLOSSARY

**academic vocabulary** the words that apply to general subjects, such as social studies and math, that help you understand the subjects (Lesson 6)

**act** one of the largest parts of a drama, or play; sometimes made up of scenes (Lesson 3)

**affix** the word part added to the beginning or ending of a root word that changes the meaning of the word (Lesson 3)

**antecedent** the noun that its pronoun, used later in the sentence, refers to (Lesson 17)

**article** a piece of writing online or in a magazine or newspaper (Lesson 5)

**bibliography** a list of the resources used for a written project (Lesson 14)

**biography** the true story of a person's life as told by someone else (Lesson 5)

**caption** a phrase or sentence that tells what a picture, image, or diagram is about; sometimes called a *label* (Lessons 5, 15)

**cast** the characters in a drama (Lesson 3)

**cast of characters** a list at the beginning of a play that tells who is in the play (Lesson 3)

**cause-and-effect structure** a text organization that shows what happens and why (Lesson 5)

**character** usually a person, but sometimes an animal or an object, in a story or a play (Lesson 1)

**comparative adjective** an adjective that compares two things using the ending *-er*—such as *bigger* or *faster*—or the word *more*—such as *more delicious* (Lesson 17)

**comparative adverb** an adverb that compares two actions using the ending *-er*—such as *earlier*—or the word *more*—such as *more quickly* (Lesson 17)

**compare** to show the similarities between plots, characters, settings, themes, or points of view (Lesson 4)

**compare-and-contrast structure** the text organization that tells how things or ideas are alike and different (Lesson 5)

**complex sentence** a sentence that includes a complete thought and an incomplete thought (Lesson 15)

**compound sentence** a sentence that has two or more simple sentences, usually connected by a comma (Lesson 15)

**conclusion** the end of a report or other piece of writing, in which the writer restates a topic or main idea (Lesson 15)

**folktale** a story that is told by people to other people over time (Lesson 1)

**future tense** the verb tense that shows what will happen (Lesson 12)

**genre** a kind of story, such as a fable or myth (Lesson 18)

**glossary** a list at the end of a text that gives the meanings of important terms in the text (Lesson 18)

**graph** a diagram that shows information in a visual way (Lesson 8)

**graphic feature** a diagram, map, or other visual aid that explains the text or gives extra information (Lesson 7)

**heading** a word or phrase that tells what a section of text is about (Lesson 5)

**historical fiction** a story that takes place in the past and may tell about important real events from history (Lesson 1)

**hyperlink** a word or phrase in online documents that you can click on to jump to a new Web page (Lesson 5)

**illustration** a drawing or other picture that shows what something looks like (Lesson 7)

**informational text** nonfiction text that informs readers about a topic (Lesson 5)

**Internet** the system of computer networks of facts, news, and opinions; also called the World Wide Web (Lesson 14)

**key word** a word that is important to a topic (Lesson 5)

**label** a short word or phrase that names something in a diagram, map, or other graphic aid (Lesson 15)

**library** a room or place that has books, magazines, encyclopedias, and other materials (Lesson 14)

**lines** rows of words; the basic structure of a poem (Lesson 2)

**linking words and phrases** words and phrases, such as *because*, *therefore*, and *for example*, that connect ideas and help them flow smoothly (Lesson 12)

**literal language** words or phrases that mean the same as what they mean (Lesson 2)

**main idea** the most important idea in a piece of writing or a presentation, usually stated at the beginning (Lesson 5)

**map** a drawing of an area of land or water (Lesson 7)

**problem-and-solution structure** the text organization in which an author gives facts about a problem and gives a possible solution (Lesson 6)

**publish** to let others read your work, either in print or digitally; the last step of the writing process (Lesson 11)

**punctuation** the marks that writers use in sentences to help explain meaning (Lesson 13)

**purpose** the reason for writing (Lesson 11)

**real-life connection** a connection between a word or phrase and the world (Lesson 5)

**recount** to remember and retell a story (Lesson 4)

**report** a nonfiction article that gives readers information (Lesson 15)

**research** to gather facts and information from sources such as books, Web sites, and newspapers (Lesson 14)

**resolution** the end of a story; how characters solve the story's problem (Lesson 11)

**revise** to make changes or corrections to a draft or piece of writing (Lesson 11)

**rhyme** the name for words on different lines that have the same ending sound (Lesson 2)

**rhythm** the "beat," or pattern of stressed and unstressed syllables, in lines of poetry (Lesson 2)

**root word** the base, or main part, of a word that tells the word's meaning (Lesson 3)

**scene** a section of a drama, smaller than an act (Lesson 3)

**science fiction** a story that tells about science, machines, and events in the future, and sometimes on other worlds (Lesson 1)

**scientific text** nonfiction text that tells readers about a science topic (Lesson 8)

**sequence** the order in which things happen (Lesson 5)

**set** in a drama or play, the way a scene looks to the audience (Lesson 3)

**setting** where and when a story takes place (Lesson 1)

**shades of meaning** a term for words that are related and have similar meanings (Lesson 2)

**sidebar** a short group of sentences or paragraphs next to an article that gives more information about a topic (Lesson 5)



**text structure** the way a text is organized, such as by sequence, cause and effect, or comparing and contrasting (Lesson 8)

**textbook** a book that gives facts and details about a topic (Lesson 5)

**theme** the important lesson or message in a story or play that the writer wants the reader or audience to learn (Lesson 1)

**third-person point of view** a way of telling a story in which the narrator is someone outside the story and uses the pronouns *he*, *she*, and *they* (Lesson 2)

**timeline** a graphic feature that shows the dates when important things happened (Lesson 7)

**time-order word** a word or phrase that tells when something happens and in what order, and how much time passes in between (Lesson 13)

**topic** the subject of a text (Lesson 11)

**topic sentence** a sentence, early in a paragraph, article, or report, that states the main idea (Lesson 15)

**verb** a word that shows action or a state of being (Lesson 12)

**verb tense** the form of a verb that shows when an action happens (Lesson 12)

**visual aid** see *graphic feature*

**writing** getting ideas down on paper or using a computer; the second step in the writing process (Lesson 11)

# Why Should My Child Read 20 Minutes Each Day?

Reading practice is crucial for all children. Reading with a parent or loved one is a special experience for a child.

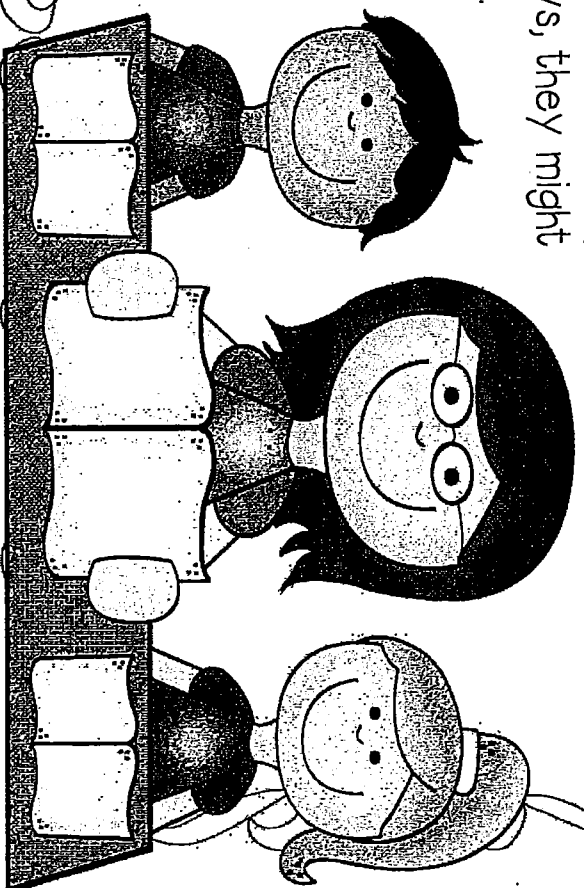
Just to be clear, 20 minutes of daily reading may include a child reading, an adult reading to a child, or an adult and child "share" reading.

Imagine two scenarios, if you will:

- Burke reads 20 minutes per night with his grandmother, usually 5 nights per week. During one year, Burke experiences 5,200 minutes of reading with his grandmother.
- Annabelle rarely reads with her dad. If time allows, they might read for 5 minutes at bedtime, 3 days per week. During one year, Annabelle experiences 780 minutes of reading with her dad.

Which child do you think will become a successful reader?

Which child do you think will be more successful in school?



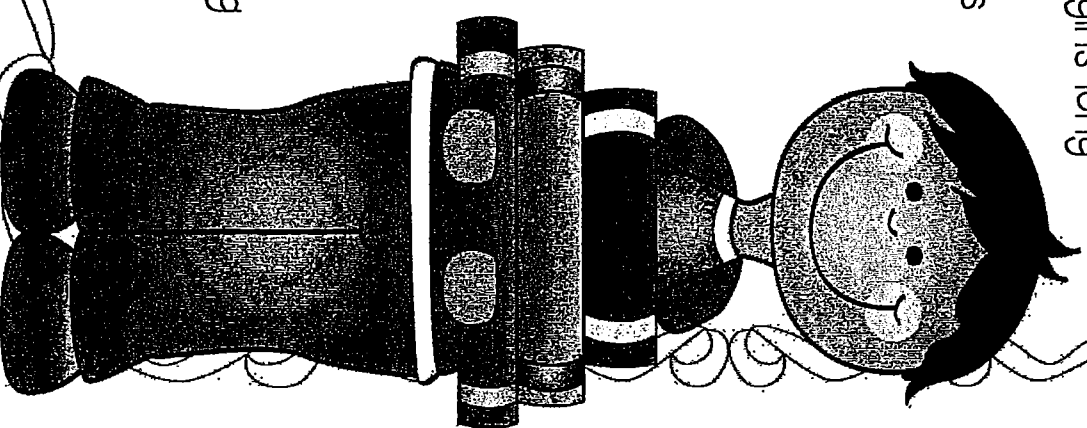
# Comprehension

What is Comprehension?

Comprehension is the act of attaching meaning to words. Comprehension begins long before a child is able to read a book. At an early age, children begin to comprehend verbal communication. Comprehension of printed material begins with an adult reading aloud.

How Can I Help My Child Improve in the Area of Comprehension?

1. Ask questions! While reading, stop every once in a while and ask your child questions about what is happening in the story.
2. Dig deeper! When your child talks about what is happening in the story, ask deeper questions like: "Why do you think the character said that?" and "Where do you think they will go next?"
3. Give background knowledge! If you are about to read a story about a lion, talk about the time you saw the lions in the zoo. Your child's comprehension will be at a higher level if he/she already knows something about the topic.



# QUESTIONS TO ASK ABOUT READING

## AUTHOR'S PURPOSE

- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

## ASKING QUESTIONS

- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

## MONITORING YOURSELF

- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

## INFERENCE

- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

## SUMMARY & MAIN IDEA

- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

## CONNECTIONS

- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?