3rd Grade Reading
S.O.L.
"Parent" Study Guide

You're a
star
bursting
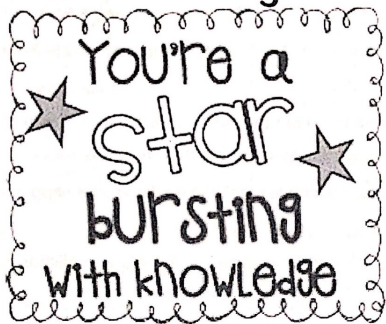with knowledge

Parents: This is just a packet for your information regarding the skills your child will be tested on for the Reading S.O.L. test. The best preparation is to read, read, read and have conversations with questions related to these skills. Students should be able to go back to the text and find clues to help answer the questions.

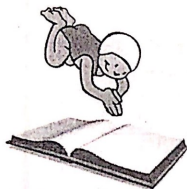# Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?

- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.

- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.

- How does the author use dialogue to tell the reader what is happening? Give an example from the text.

- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.

- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.

- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?

- What details in the text describe one of the characters for you?

- Is there a point in the story where things make a big change? What is it?
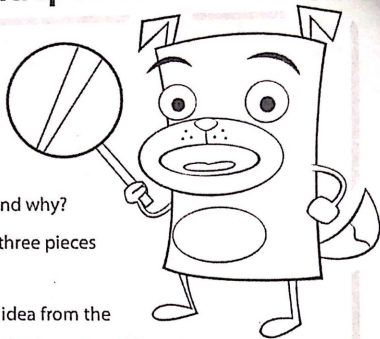
Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.

- How do the **captions** in your text help you understand what you are reading? Give an example.

- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?

- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Prompts for Text Dependent Questions

FICTION – CHARACTER ANALYSIS

- What do you know about (character)? What words does the author use to show you?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?
- How does the main character treat other characters? What evidence does the author include?
- How does the main character change throughout the story? What evidence does the author include?
- How does the author show each character's feelings?

FICTION ELEMENTS AND STRUCTURES

- How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations?
- How does the character react to the setting? How do you know?
- How does the setting change through the story? How do you know?
- How does the dialogue help you understand the interaction between characters?

FICTION ELEMENTS AND STRUCTURES

- An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
- Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
- How does the sequence of events develop the story?
- Describe the major events of ___, in order.

GENERAL QUESTION PROMPTS

- How do you know?
- Explain your thinking.
- What is the evidence?
- What is the author's purpose? How do you know?
- What is the author's point of view? How do you know?
- The phrase ___ means ___.
- I think the author means ___ when he/she says ___.
- ___ is an example of ___.

GENERAL QUESTION PROMPTS

- What does the author want us to know about ___?
- What is the author's message to his/her readers?
- What ideas in the text support/validate ___?
- What do you learn from the illustrations?
- What do we know from the title and cover?
- What context clues tell you what (word) means?
- What do you notice about the author's use of punctuation?
- What does ___ mean? How do you know?

NONFICTION TEXT FEATURES

- What new information did you learn from the captions?
- Why did the author use (specific text feature) on this page?
- How does the author use ___ (table of contents, index, glossary, labeled diagram, heading, bold/underlined/ italicized words) to help you gain information?
- What text structure(s) does this author use (question/ answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?

NONFICTION

- What did you learn after reading this ___ (sentence, paragraph, passage, page)?
- What is the most important point in this ___ (paragraph, passage, page, piece)? How do you know?
- What supporting details does the author include to help you learn about ___?
- What does the author think about ___?

WORD ANALYSIS

3.4 The student will expand vocabulary when reading.
a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.

SYNONYMS	**SYNONYMS:** words that have the same or similar meanings mad angry huge big cold freezing
ANTONYMS	**ANTONYMS:** words that have opposite meanings asleep awake happy sad start finish
HOMOPHONE	**HOMOPHONES:** words that are pronounced the same and have different meanings (regardless of their spelling) be bee hear here see sea
ROOTS	**ROOT WORD:** the main part of a word The root word determines what the word means. Affixes can be added to a root word to change the meaning slightly. un**comfort**able dis**respect**ful
AFFIXES	**AFFIX:** letters added onto a root word to change the meaning PREFIX SUFFIX added to the beginning of a word added to the end of a word **un**comfortable uncomfort**able**
CONTEXT CLUES	**CONTEXT CLUES:** clues in the text to help you understand an unknown word TYPES OF CONTEXT CLUES definition synonym example antonym inference example type: When my dog ran away, I was full of **woe**. synonym type: When my dog ran away, I was so upset and full of **woe**.

REFERENCE MATERIAL

3.4 The student will expand vocabulary when reading.
g) Use word reference resources including the glossary, dictionary, and thesaurus.
3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.

DICTIONARY

DICTIONARY: a book of definitions (word meanings)
-The words are organized in alphabetical order.
-There are guides words at the top of every -page.
-The guide words show the first and last word on the page.

THESAURUS

THESAURUS: a book of synonyms
-The words are organized in alphabetical order.
-A thesaurus can be used to help with word choice when writing.

SYNONYMS FOR SMART

agile	quick	genius
astute	resourceful	keen
bold	sharp	knowing
brainy	shrewd	pointed
bright	slick	ready

ENCYCLOPEDIA

ENCYCLOPEDIA: a book of information
-The words are organized in alphabetical order.
-Each letter typically has it's own book.
-There are guides words at the top of every page.

Baseball

Baseball is the American national sport. The game is played with a wooden bat and a hard ball by two teams of nine players. The aim of baseball is to complete as many runs as possible. A run is a circuit of all four bases. The three main skills in baseball are

ATLAS

ATLAS: a book of maps
-The table of contents and index can help you locate specific maps in the book.

Northern Africa
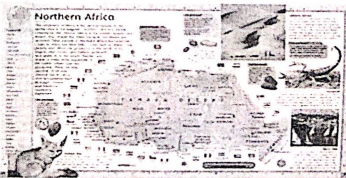
ONLINE SEARCH

-You can use an online search engine to help you find information online.
-Using keywords in the search engine will increase the accuracy of the information you are looking for.
-Reading the short preview of the link before clicking on it can tell you if it has the information you need.

What should dogs eat? VS What should dogs eat?
"What should dogs eat" is the most important question we should ask to our food. I have a dog ...
www.makeuskrow.com/...Jwhat-can-dogs-eat-vs-what-should-dogs-eat.htm

What do dogs eat? | Ask com
Although their ancestors were primarily carnivores, dogs today are omnivores carbohydrates and ...
www.ask.com/pets-animals/dogs-eat-35212fb076ac65e5

Any do dogs eat grass? | Cesar Millan
But why do they do it? Here's the truth: we're not 100% sure. It's likely there reasons.
www.cesarsway.com/...Why-Dogs-Eat-Grass-and-How-to-Prevent-It

COMPREHENSION

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
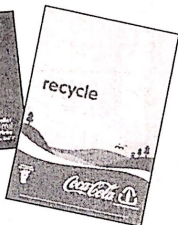d) Compare and contrast settings, characters, and plot events.
3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
a) Identify the author's purpose.

AUTHOR'S PURPOSE

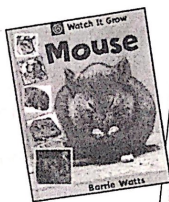Authors write for a purpose. The 4 main reasons authors write are P.I.E.E.:
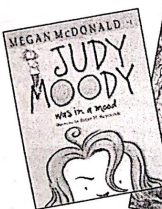
PERSUADE
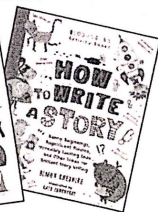convince the reader to do something
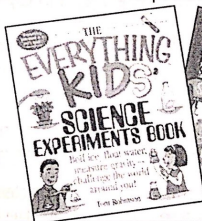
INFORM
give the reader information

ENTERTAIN
bring enjoyment to the reader

EXPLAIN
give steps or directions for a process

COMPARE & CONTRAST

COMPARE: how things are the same
CONTRAST: how things are different

DOGS / CATS (Venn diagram)

DOGS:
-eat bones
-barks
-digs holes

Both (center):
-paws
-tail
-whiskers

CATS:
-litter box
-purrs
-don't go on walks

Swimming	Both	Gymnastics
-in the water -goggles -swimsuit -swim cap	-men and women -in the Olympics -need to be athletic	-uneven bars -different events for men & women -could fall

COMPREHENSION

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
a) Set a purpose for reading.
b) f) Identify the narrator of a story.
j) Identify the theme.

NARRATOR

NARRATOR: a narrator is the person telling the story
The point of view is the view from which the story is told.
The main types of point of view are:
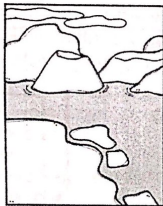1st Person: a character from the story is the narrator (uses "I" or "we")
2nd Person: the narrator speaks directly to you (uses "you" or "your")
3rd Person: the narrator is NOT a character in the story (uses "he" or "she")
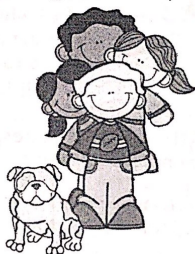
ELEMENTS OF FICTION

SETTING
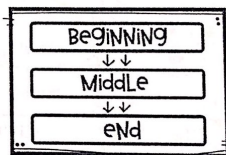the time and place of a story, the setting can change throughout the story

CHARACTERS
the people, animals, or things in the story

PLOT
the events that occur in the story

BeginNiNG
↓ ↓
MiddLe
↓ ↓
eNd

CONFLICT
the struggle or problem that arises

RESOLUTION
the solution to the struggle or the problem

THEME

THEME: The message, or lesson, that the author wants you to learn from the story.

When you're trying to find the theme, ask yourself:
❑ What did the characters learn?
❑ How did the character grow or change?
❑ Why did the characters act this way?

Common Theme Topics:

❑ Courage   ❑ Friendship   ❑ Acceptance
❑ Kindness   ❑ Hard work   ❑ Peace
❑ Being yourself   ❑ Jealousy   ❑ Achievement
❑ Facing fears   ❑ Family   ❑ Never giving up

COMPREHENSION

MAKING PREDICTIONS

MAKING PREDICTIONS: a guess about what will happen in the text based on clues, pictures, and what you have already read

For example: If this were on the cover of the book, you might predict that the story is about a girl and her new dog.

Readers can revise or confirm their predictions as they read. When you revise your prediction, it means that what you predicted did not happen and you can now make a better guess based on what you've read. When you confirm your prediction, that means what you predicted was correct.

DRAWING CONCLUSIONS

DRAWING CONCLUSIONS (Making Inferences): combining what you know (schema) with what the text says (evidence) to go beyond what the author says (inference)

Jason sat on the front porch by himself. He wanted to be alone. He kicked around some dirt with his shoes as tears began to well up in his eyes.

EVIDENCE: he wanted to be alone, he had tears in his eyes

SCHEMA: people usually cry and want to be alone when they are sad
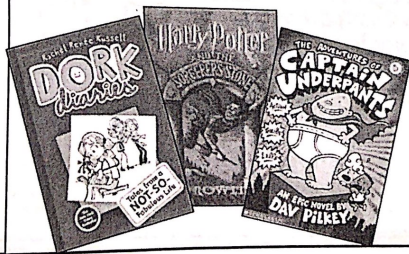

CONCLUSION/INFERENCE: Jason must be sad.

*NOTE: The author didn't say Jason was sad, but we can make that inference based on the text and out schema.

FICTION VS. NONFICTION

FICTION
text with made up characters and events

NONFICTION
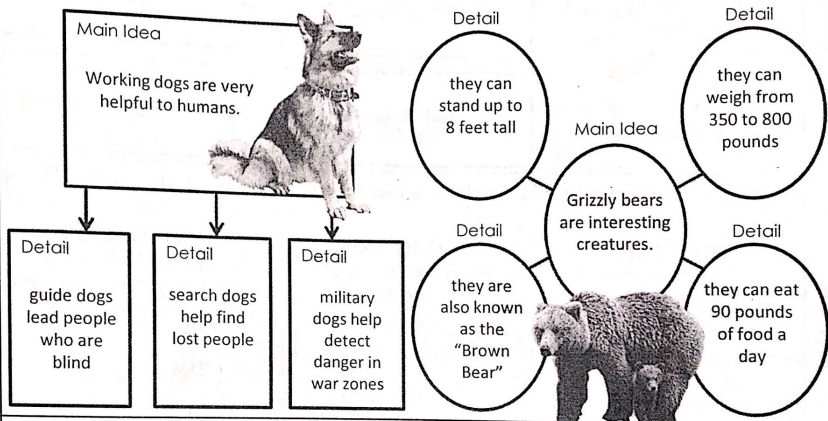-text with real characters and events
-text that gives facts and information

COMPREHENSION

MAIN IDEA: what the text is mostly about
DETAIL: more specific information about the main idea

MAIN IDEA

Main Idea

Working dogs are very helpful to humans.

Detail

guide dogs lead people who are blind

Detail

search dogs help find lost people

Detail

military dogs help detect danger in war zones

Detail

they can stand up to 8 feet tall

Detail

they can weigh from 350 to 800 pounds

Main Idea

Grizzly bears are interesting creatures.

Detail

they are also known as the "Brown Bear"

Detail

they can eat 90 pounds of food a day

SUMMARY: a short description of the text using your own words

5 Finger Retell: NONFICTION   **5 Finger Retell:** FICTION

Topic · Main Idea · Detail · Detail · Detail

Setting · Characters · Problem · Events · Solution

SWBS: FICTION
<u>Somebody</u>
<u>Wanted</u>
<u>But</u>
<u>So</u>

Cinderella (the <u>somebody</u>) <u>wanted</u> to go to the ball, <u>but</u> her stepmother made her clean the whole house, <u>so</u> her animal friends helped her.
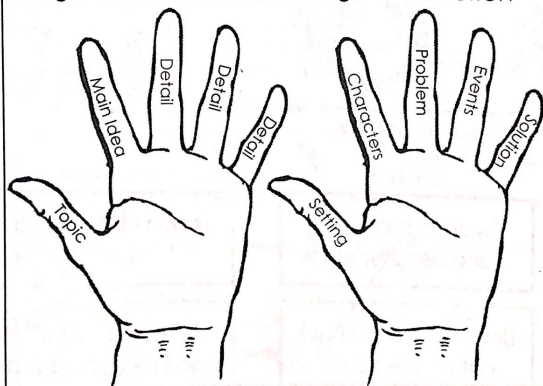
COMPREHENSION

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
b) Make connections between reading selections.
i) Identify the conflict and resolution.

CAUSE & EFFECT

CAUSE: the reason something happens
EFFECT: the result of what happened

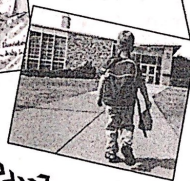|	*cause*		*effect*
Joselyn got an A on her test after she stayed up all night studying.	studied all night	→	got an A
Nolan fell down and his knee started bleeding.	fell down	→	scraped knee

MAKING CONNECTIONS

Making connections to a text helps the reader better understand and be able to recall events.

TEXT TO SELF
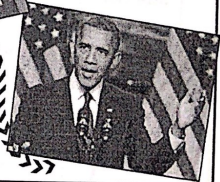This reminds me of something that happened in my life

TEXT TO TEXT
This reminds me of something else I've read

TEXT TO WORLD
This reminds me of something that happened in the real world

CONFLICT & RESOLUTION

CONFLICT: the thing that goes wrong in a story
RESOLUTION: how the problem is solved

	conflict		*resolution*
Isaiah moves to town and is bullied by another student until he stands up for himself.	Isiah is bullied by another student.	→	Isaiah stands up for himself.
Bryan lied to his mom and snuck out of the house, when she caught him, he apologized.	Bryan lied and snuck out of the house.	→	His mom caught him and he apologized.

GENRE

FICTION

FOLKTALES
☐ fairy tales
☐ fables
☐ tall tales
☐ legends
☐ myths
☐ pour quoi tales

The Hare and the Tortoise

PAUL BUNYAN

The Three Little Pigs
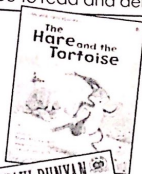
Fiction texts are:
☐ fake
☐ made-up
☐ fantasy

MEGAN McDONALD JUDY MOODY was in a mood

BUD, Not BUDDY
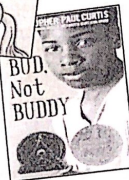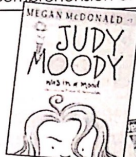
OTHER TYPES OF FICTION
☐ mystery
☐ fantasy
☐ historical fiction
☐ realistic fiction
☐ science fiction

The Magic School Bus TAKES A DIVE

NONFICTION

Nonfiction texts:
☐ are real
☐ have facts
☐ EXAMPLES:
   ☐ articles
   ☐ textbooks
   ☐ biographies
   ☐ almanacs
   ☐ books about nature

Dragons

Baby Cheetahs

STEP KIDS DAY

Kids Menu
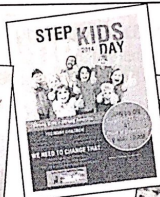
FUNCTIONAL TEXTS
(real world texts)
☐ menu
☐ flier
☐ recipe
☐ manual
☐ label

LITERARY NONFICTION

LITERARY NONFICTION:
☐ shares accurate information
☐ tells the story of real people, places, and events
☐ a type of narrative text
☐ uses story elements and language
☐ EXAMPLE: autobiographies(a story about a person's life written by that person) ⟶
☐ EXAMPLE: biographies (a story about a person's life)

BARACK OBAMA The AUDACITY of HOPE

Barack Obama
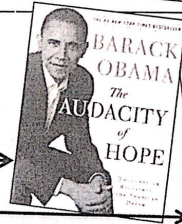
POETRY

ROSES
Roses are red,
Violets are blue.
You love me,
and I love you too.

⟵ stanza: a group of lines in a poem

Roses are red,
Violets are **blue**.
Ducks say, "Quack",
and cows say, "**Moo**".

rhyming words: many poems (not all) use words that sound the same to create rhyme

Poets use descriptive language and figurative language to express themselves in poetry.

QAR

QAR stands for question-answer relationship. This strategy is not a part of the VA curriculum, it is just an effective method of teaching students the VA curriculum (specifically standards 3.5f and 3.6d).

RIGHT THERE	The answers to **RIGHT THERE** questions are typically found within a single sentence. The text explicitly gives an answer to this type of question. Who? What? When? Where? Name... List... How many... What is...
THINK AND SEARCH	The answers to **THINK AND SEARCH** questions can be found in the text, but are typically in more than one sentence. Students will need to look through the entire text to find the places where the answer is located. What happened before? What happened after? How would you describe? Compare...
AUTHOR AND ME	The answers to **AUTHOR AND ME** questions can not be found in the text. Students must use their schema and the text to make an inference and figure out the answer. Why did the main character... What is the main idea? Predict what will happen next... What could be another title?
ON MY OWN	The answers to **ON MY OWN** questions can not be found in the text. Students need to use their schema (prior knowledge) to answer these types of questions. How would you feel if... Why do you think... What is your opinion about... What do you do when...

TEXT FEATURES

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
c) Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts.

NONFICTION TEXT FEATURES

Photograph
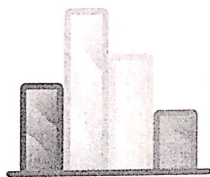a picture that shows how something looks in real life.

Caption
words that describe a photograph

Dolphins are intelligent ocean animals.
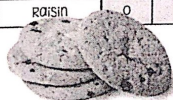
Graph
a visual way of showing two or more sets of data

Map
a visual aid that shows you where something is located

Table & Chart
an organized way to display data

Favorite Cookie	Girls	Boys
Chocolate Chip	7	9
Sugar	5	2
Oatmeal	3	1
Raisin	0	1

Diagram
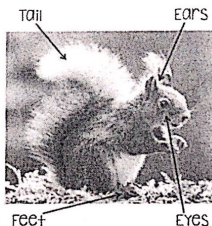a labeled drawing or photograph

Tail   Ears

Feet   Eyes

Table of Contents
a list of chapter page numbers at the beginning of a book

All About Tigers
Chapter 1: Habitat ..... page 4
Chapter 2: Diet ..... page 6
Chapter 3: Cubs ..... page 8

Index
a list of topics in the book, arranged in ABC order at the back of the book

ALL ABOUT SPIDERS
Arachnids...2
Bites...5
Body Parts...6
Diet...8
Poisonous...9
Types...12
Webs...16

Heading
a word or phrase that tells what the passage below it will be about

All About Elephants

Types of Elephants
There are a couple types of Elephants. One type is the African Elephant, these elephants are the largest and have very wrinkly skin. Another type is the Asian Elephant. These elephants are typically smaller and smoother.

Body Parts
Some elephants have big tusks to dig for ground water. All elephants have big, thin ears, which help to regulate their temperature and keep them cool.

Glossary
a list of words and their definitions located at the end of the text

accumulation: pools of precipitation on the Earth (puddles, rivers, lakes, oceans, etc.)

condensation: water vapor forming cloud in the sky

evaporation: water turning into water vapor and rising into the sky

precipitation: water falling from the sky in the form of rain, sleet, or snow