



3rd Grade Reading Standards
www.mde.k12.ms.us/literacy

Mississippi Literacy-Based Promotion Act Key Messages

1. **Strong Readers = Strong Leaders** is a statewide effort to improve literacy among all school children. This effort includes the **Literacy-based Promotion Act**, which will help ensure that every student reads at or above grade level by the end of 3rd grade.
2. **Prevention is key.** Reading instruction must be a major focus of Kindergarten through 3rd grade, as 3rd grade is the year that students transition from *learning to read* to *reading to learn*. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.
3. **Intervention is for students having reading difficulties.** Struggling readers will be identified early. Students identified as having a reading difficulty will be provided immediate intensive reading intervention by their teachers that meets their specific reading needs.
4. **Retention is a last option.** 3rd grade students must meet reading standards by the end of the year in order to be promoted to the 4th grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion.
5. **Families are the backbone of student learning.** Family involvement and understanding will be critical to students' success.

Important Questions and Answers

What are the 3rd Grade Reading Standards?

The standards are concise, written descriptions of what students are expected to know and be able to do by the end of 3rd grade. For example, 3rd graders are expected to independently and proficiently read and understand various types of literature (e.g. stories, dramas, and poetry) and informational texts (e.g. science article and social studies textbook). They are expected to use details from texts to ask and answer questions about characters, themes, and points of view, be able to distinguish literal from nonliteral language, and to refer to parts of texts in appropriate terms such as chapter, scene, and stanza. Full list of standards:

www.corestandards.org/ELA-Literacy/RL/3.

How will I understand my child's progress?

A screener will be used to assess each student's reading level at the beginning, middle, and end of the school year. This determines whether a student needs additional help in reading and provides useful information to help teachers tailor instruction to individual needs. Parents should receive the first assessment results within

the first 30 days of school and the mid-year assessment by February. Student progress will also be documented in quarterly report cards.

What if my child is not reading on grade level?

The school will immediately notify you of the type of reading difficulties your child is having. The school will provide your child with additional reading instruction and support, and you will be given strategies to help your child at home.

What should I ask my child's teacher?

- 1.** Is my child reading grade-level books, stories, poems, and articles with fluency and understanding?
- 2.** Is my child writing and speaking well, following rules of punctuation and grammar?
- 3.** Is my child building a foundation of knowledge through reading and listening to books in social studies, **science, and other subjects?**

How can I support my child in reading development?

- 1.** Build reading accuracy by having your child read aloud. Point out any missed words and help your child read the words correctly. Then have your child reread the sentence to be sure he/she understands the meaning.
- 2.** Create a quiet place for your child to study, do homework, and read.
- 3.** Carve out time every day for child to do homework, study, and read, making these activities a part of your child's daily routine.
- 4.** Talk frequently with your child's teacher about his/her progress. Ask for specific tips about what you can do to help at home.