Grade 3 Expandable Set of Questions aligned to Standards

#### Sample Questions Reflecting the Common Core State Standards for Reading

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| **Reading Standards for Literature – Grade 3** |
| **3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**   * Who finished the race first? Which sentence(s) from the story supports your answer? * What is so special about Mario? Which sentence(s) from the story supports your answer? * Where does the story take place? Which sentence(s) from the story supports your answer? * When did Tiesha try out for the play? Which sentence(s) from the story supports your answer? * Why did Tyrone get an “A” on his test? Which sentence(s) from the story supports your answer? * How is John different from Paul? Which sentence(s) from the story supports your answer? |
| **3RL2 – Recount 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.**   * What happens in this (story/fable/folktale/myth)? * Place each event in a box to show the order in which it happens in the (story/fable/folktale/myth). * What lesson does the author hope the reader learns from the story? What key details in the story help the reader understand this lesson? * What lesson does Jose learn in the story? What key details in the story help the reader understand this lesson? * What lesson does this folktale teach? What key details in the folktale help teach this lesson? * What is the moral of this fable? What key details in the fable help teach this moral? * What lesson is this myth trying to teach? What key details are used to convey this lesson? |
| **3RL3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**   * Explain how the boy smiling changes the story. * Explain how the girl feels when she learns what happened. How does that affect what she does next? * Explain what the dog does to find his owner. What does that show the reader about the dog? * Explain why the main character changes during the story. How does that influence what happens next in the story? * Describe (a character in the story). How does his/her actions contribute to the sequence of events in the story? * Explain how the actions of (a character in the story) influence what happens next. |

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| **Reading Standards for Literature – Grade 3** |
| **3RL4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**   * What is the meaning of on page 2? * Which words help the reader understand the meaning of in paragraph 5? * What is meant by the phrase, “Put on your thinking cap,” in paragraph 6? |
| **3RL5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**   * Explain how the second chapter of the story helps the reader understand the setting of the story. Use examples from the story in your explanation. * Explain how scene 2 builds suspense. Use examples from the drama in your explanation. * Explain how the last stanza in the poem brings the ideas presented together. Use examples from the poem in your explanation. |
| **3RL6 – Distinguish their own point of view from that of the narrator or those of the characters.**   * Who is telling the story? * How does Lawanda feel about the trip? How is that different from how you would feel? * How does the narrator feel about Frank getting a new dog? How is that different from how you would feel? |
| **3RL7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**   * Explain how the illustration helps the reader understand the setting of the story. Use examples from the story and illustration in your explanation. * Explain how the illustrations make the reader feel. Why? * Explain how the illustration helps the reader understand the main character in the story. Use examples from the story and illustration in your explanation. |
| **3RL8 – Not applicable** |
| **3RL9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**   * How are the themes/plots/settings in Kevin Henke’s books (title) and\_ (title) alike and different? |

##### Reading Standards for Literature – Grade 3

**3RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.**

* Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
* Exemplar texts can be found in Appendix B of the Common Core State Standards.

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| **Reading Standards for Informational Text – Grade 3** |
| **3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**   * Who invented electricity? Which sentence(s) from the article supports your answer? * What gave Edison the idea for his invention? Which sentence(s) from the article supports your answer? * Where was the first soccer game played? Which sentence(s) from the article supports your answer? * When do birds fly south for the winter? Which sentence(s) from the article supports your answer? * Why was a written language started? Which sentence(s) from the article supports your answer? * How are insects and mammals alike and different? Which sentence(s) from the article supports your answer? |
| **3RI2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.**   * What is the main idea of the article? What key details support this main idea? * What are the key details in the article? How do the key details support the main idea? * What is a good title for the article? How do the key details support the selection of this title? |
| **3RI3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**   * What caused the plant to grow? What information from the article supports your answer? * What is the effect of not getting enough sleep? What information from the article supports your answer? * Why is it important to sand the wood before it is painted? What information from the article supports your answer? * Explain how a bird makes its nest. Use information from the article in your explanation. * Explain the relationship between \_, , and (series of historical events). Use information from the article in your explanation. * Explain the relationship between \_and (scientific concepts/ideas). Use information from the article in your explanation. * Explain the steps in (a technical procedure). Use information from the article in your explanation. |

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| **Reading Standards for Informational Text – Grade 3** |
| **3RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**   * What does the word mean in paragraph 2? * Which words help the reader understand the meaning of in paragraph 5? * What does (a general academic word/phrase) mean as it is used in this article? How does it help the reader’s understanding of the information presented? * What does (a domain-specific word/phrase) mean? |
| **3RI5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**   * What does the caption under the picture tell you? * What information do the headings give the reader about the next section of the text? * Why are some words in bold print? * Why does the author provide hyperlinks? * Where can more information on be located? |
| **3RI6 – Distinguish their own point of view from that of the author of a text.**   * How does the author feel about the topic? Do you agree or disagree? Explain why or why not. |
| **3RI7 – 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).**   * How does the map help the reader understand why the countries fought for control of the river? * How does the photograph help the reader understand why people were eager to visit the canyon? * How does the map help the reader understand where the battle occurred? * How does the photograph help the reader understand when the event occurred? * How does the map help the reader understand how the Mississippi River helped farmers get their crops to market? |
| **3RI8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**   * Explain how the first paragraph relates to the second paragraph. Use examples from the article in your explanation. * Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation. * Explain what the author does to help the reader understand how to put the tent together. Use examples from the article in your explanation. |

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| **Reading Standards for Informational Text – Grade 3** |
| **3RI9 – Compare and contrast the most important points and key details presented in two texts on the same topic.**   * How are the most important points in the two texts about alike and different? * How are the key details in the two texts about alike and different? |
| **3RI10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Exemplar texts can be found in Appendix B of the Common Core State Standards. |