Third Grade
Reading Literature Question Stems

Key Ideas & Details

Standard	Question Stem
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Why did the author write this? What evidence supports your idea? • What is the best evidence to show _____? • Who are the characters this book? What do we know about them? • When did (event) happen? Where is that in the book? • Why did (event) happen? How do you know? • What does (character) think about (event)? How do you know? • What was the big problem or event in this story? How did they solve the problem? • How did (character) solve the problem? • What do you think (character) will do differently next time? • Explain why (character or object) is important to the story?
RL.3.2 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 happened at the beginning, middle, and end of the story? • What is a summary of this story? • What is the lesson you should learn from this story? • What is this story trying to teach? • What is the moral of this story? • What does _____ represent in the story?
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• How does (character) feel at this part of the story? How do you know? • How does (character) actions change what happens in the story? How would the story be different without them? • What problem does (character) have in the story? How does he/she solve the problem? • How is (character) different at the end of the story then at the beginning? • How does (character) react when _____? Why do they act this way? • How does (character) change throughout the story? • What are (character) personality traits? How does his/her personality affect what happens in the story?

Craft & Structure

Standard	Question Stem
RL.3.4 Determine the meaning of words and phrases as they	• What does this word mean? How do you know? • What words in the text tell how (character) feels?

are used in a text, distinguishing literal from nonliteral language.	• What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)? • Can you think of another word to use instead of _____? • What is the tone of this writing? How do you know? • Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different? • Why did the author choose this word?
RL.3.5 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.	• How are the parts of the story connected? How does this section/chapter help the reader understand the setting? • How does this scene build suspense? • How would you retell this story, including important parts from the beginning, middle, and end? • *In poetry* what stanza is the most interesting to you? Why? • Why did the author organize the story like this? How would it be different if the order were changed?
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	• Who is telling this story? How do you know? • Are the narrator and the author the same person? How do you know? • Whose point of view is this written from? • What does (character/narrator) think of (event/action)? What do you think? What would you have done differently?

Integration of Ideas & Knowledge

Standard	Question Stem
RL.3.7 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)	• What does this illustration show? • How do the pictures make you feel? • The story says (insert quote). Where do you see that happening in the illustrations? • How are the illustrations and the words about the setting the same? How are they different? • What illustrations help you know the character's feelings? • Did the illustrations give away anything in the story? What did the illustrations help you figure out?
RL.3.8 Not applicable for literature	
RL.3.9 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 does (version 1) differ from (version 2) of this story? How are the versions the same? • How did the theme/setting/plot of the different stories stay the same? What is different?

Third Grade
Reading Information Question Stems

Key Ideas & Details

Standard	Question Stem

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	• Be the teacher! What questions would a teacher ask about this book?
	• What evidence can you find to show _____?
	• Who / What / Where / When / Why questions such as:
	   ○ Who (action e.g. first landed on the moon)? Where does it tell you that in the book?
	   ○ Where (do clown fish live)? Where does it tell you that in the book?
	• How questions such as:
	   ○ How do you know whales are mammals?
	   ○ How is a lizard like an alligator?
	• What evidence in the text proves _____?

RI.3.2 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 entire passage? What details tell more about that idea? • What is the main idea of just this paragraph? What details support the main idea? • Why is _____ a good title for this article? How do the details support this being a good title? • If you were going to make a new title, what would it be? What details gave you the idea for that title? • What do you think the author wants the readers to know?
RI.3.3 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 are the most important events/ideas/steps to remember? Why are those the most important? • What caused (event)? • What effect did (event) have? • What is the effect of _____? • How did the (person/animal/item) change? • How did (experiences) lead to (achievement)? • What happens right before _____? • What would happen if you left out this step?

Craft & Structure

Standard	Question Stem
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	• How do the words and images show (vocabulary word)? • What does the word _____ mean? How did the other words help you figure out the meaning? • Are there any words that confuse you? • What helps you understand the meaning of _____? • What is a synonym for the word _____? How do you know? • What does _____ mean as it is used here? What other meanings are there for the same word?

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• What information do you learn in the captions of this image? • Why did the author decide to make _____ a bold word? • How do the images/diagrams help you understand the words? • Why does the author put a heading on the sections? How does it help you? • If you leave out this sentence/section how does it change the text? • What does _____ mean? Can you use the glossary to find out? • What text features (charts, diagrams, illustrations, bold words) help you understand the words? • How would you search more information about _____ in this menu? • What is a different heading the author could have used for this section?
RI.3.6 Distinguish their own point of view from that of the author of a text.	• Why did the author write this? • What does the author want you to learn/think/do? • How do you know the author's point of view? • The author describes _____ as _____. What is another way to describe the same thing? • Do you agree with the author? Why or why not? • How could the author convince you that _____?

Integration of Ideas & Knowledge

Standard	Question Stem
RI.3.7 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).	• What does this illustration/photo show? • What does the map try to show or explain? • The text says (insert quote). Where do you see that happening in the illustrations? • What does this diagram show? Can you explain how this works? • What information do we get from this photograph? • How does the picture/photo help you understand the words? • What picture/diagram is missing? What would you like the text to include?
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• How are these two paragraphs/sections connected? (in time order, cause and effect, compare and contrast) • The author says _____. What evidence/reasons does the author give to support this idea? • What is the reason for (action)? • What would happen if we put the paragraphs out of order? Would it change the meaning? Why or why not? • Which words let you know what comes next?
RI.3.9 Compare and contrast the most important points and key details presented in	• How is (text 1) like (text 2)? How are they different? • How is (picture/diagram) like (picture/diagram)? How are they different?

two texts on the same topic.	• What is the difference between the first person text and the article without a first person point of view? • How are the important points in (text 1) the same as the important points in (text 2)? How are they different?