# Third Grade
## Reading Literature Question Stems

### Key Ideas & Details

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| RL.3.1   | - 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   | - 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   | - 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

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| RL.3.4   | - What does this word mean? How do you know?  
|          | - What words in the text tell how (character) feels?  |
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| 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?

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**Integration of Ideas & Knowledge**

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| 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

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| 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? |

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| 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? |
<table>
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<tr>
<th>RI.3.5</th>
<th>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</th>
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| • 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**

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<td>RI.3.7</td>
<td>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).</td>
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| • 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? |