

3rd Grade- Sample Questions/Prompts

*For each of the questions below, ask students to support their answer with evidence from the text.

Literature Standards:

RL 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.

- Why do you think...?
- How do you think _____ feels about...?
- What is the story's message about...? What details support your answer?
- I think the message of _____ is... because...
- What does that say about the character?
- What evidence does the author give that...?
- How did the characters solve the problem? What did I learn from how the characters solved their problem?
- What message does the author of this story give readers? Use examples from the story to support your answer.
- What is the lesson of this folktale? Explain your answer.
- What words from the text help express the lesson, or moral, of...?
- What message does the author hope the readers will learn?
- How does the character feel about...? How does the author show this?
- How do the characters actions help to create a sequence of events in the story?
- What did the character finally learn? How do you know he learned this lesson?
- What has the character learned by the end of the story?
- What does this folktale explain about...?
- How are the two stories you have read alike, and how are they different?
- Why do you think...?
- What does the character learn in the story?
- What are some things you have learned from this story?
- What is the moral or lesson of _____?
- What is the author's message about this story?
- What detail(s) supports the idea that...?

RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Based on what we've read so far, what have you learned about (character)?
- How do (character's) actions show he/she is (character trait)?
- What does (character's) actions tell you about his/her character?
- What do you learn about (character) at the beginning of the story?
- Why has (character) been _____?
- What do these sentences tell you about how (character) feels?
- What have you learned about (character) so far?
- What does the author want the reader to know about (character)?
- What have you learned about what (character) is like? What does (character) do that helps you know this?
- How does (character) feel about _____? How do you know?
- What do (character's) actions in this illustration suggest may happen next?
- What characteristics of (character) make the events in this story possible?
- Have students record the main characters' actions and experiences in order to compare the characters.
- What qualities does (character) have that might make him/her a good leader?
- Why does (character) feel that _____?
- What clues tell you that (character) is _____?
- Why do you think (character) _____?
- How did (character's) words make (another character) feel? Which words had the greatest effect and why?
- What can you tell about (character) when he/she says (insert quote)?

- What do (character(s)) actions tell you about the kind of characters they are and what they might do next?
- How do his /her words and action lead to the next actions in the story?
- How do character's actions contribute to the sequence of events in the story?
- What kind of character is (character)? What clues from the story tell you this?
- How do you think (character) feels about (another character) at this point in the story? Explain.
- How did (character's) actions lead (character) to think_____?
- Based on what you have learned about (character), what do you think he/she is thinking about and feeling as he/she_____?
- How does (character) influence (another character)?
- How does (character) react to _____? What action do he/she take and how does it contribute to the sequence of events that follow?
- How are the feelings of (characters) alike when _____?
- What is important about what (character) says at the end of the story?
- How does the narrator of this story feel about _____?
- What have you learned about how (character) feels about (another character)?
- How are the characters' descriptions on page ____ connected with this part of the story?
- What does the ending show about the kind of person (character) is?
- What effect does (character's) action have on the other characters?
- How do the characters change from the beginning to the end of the selection?
- What kind of person is the character?
- What did he or she achieve in the selection?
- What problems did the character overcome to achieve that goal?
- What conclusion can you draw about (character)?
- What events in the story lead to (character's action)?

RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)

- What do you think the character means when he says...?
- What does the author compare them _____ to? What does the author mean by this comparison?
- How does the author help the reader picture...?
- What words from the text help express the lesson, or moral of...?
- Why do you think the author used the word _____ to describe...?
- What clues in the text around the word _____ help you understand what _____ means?
- What does the phrase...mean?
- What does _____ mean? Point out text that helped you understand its meaning.
- The word _____ is not used very often anymore. What clues in the text help you figure out what it means?
- What does the character mean when he says...?
- What does _____ mean when the text says...? What words in the text gives clues about its meaning?
- What does the author mean when she says...? Why is this important?
- Why do you think the author repeats the phrase?
- What does the word _____ mean? Explain how you can figure out the meaning from the way the word is used in the story.
- What does the author mean when he says...? What evidence in the text supports your response?
- The author uses (personification) on page _____. What word or phrases does the author use to paint this picture?
- Use the text to explain what the word _____ means when describing...
- What does the author mean when he says...?
- What does the author mean by...? How do you know?
- The speaker describes himself as... What do you think the speaker means?

RL 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 build on earlier sections.

- What words does the poet use to describe _____? In what part of the poem did you find this imagery?
- How had the author given clues about the meaning of _____ throughout the story?
- Which events in the story caused _____?
- Tell students to work with a partner and write a paragraph that explains how the vents in each stanza build upon what has happened in the previous stanzas.
- Tell students to add to a story map that lists the setting, characters, and plot. They should think about how the setting, characters, and plot build upon previous scenes and lead to new events in upcoming scenes.
- Remind students that each scene leads to the action in the next. Discuss the settings and characters in the first two scenes. Invite students to list the important events in each scene. Have them explain how the events in Scene 2 build on what happened in Scene 1.
- Tell students to use a graphic organizer to keep track of how each chapter of the story build on earlier chapters.
- How did (character's) actions build on information you learned about (character) in the previous chapter?
- Compare two poems looking at the use of stanzas.
- In a graphic organizer keep track of story elements. Notes how the action in each scene, or part of the play, leads to the next scene.
- Why might the event in this scene be important?
- Use a graphic organizer to list the events of a story and explain how parts of the story build on earlier sections.
- Based on what happened so far, what do you think will most likely happen to (character) next?
- Think about what you've read so far in the story. How is the story divided into parts?
- How did events you read about in Chapter One affect events in Chapter Two?
- How did the poet organize (list poem title)?

RL 6: Distinguish their own point of view from that of the narrator or those of the characters.

- Where in the text does it imply that the character believes...? Do you think that statement is true. Explain your answer.
- How does _____ feel about...? How do you know?
- Do you agree or disagree with _____? Use details from the story to explain your response.
- What do the characters think about _____? What do you think about him?
- What might the character mean when he says...? How does this compare to what you think about the character?
- What does the author believe about...? Do you agree or disagree with the author? Explain your response.
- What does _____ think about _____ on page _____? How do you know?
- What do _____'s thoughts tell you about how he feels about _____?
- What does the narrator say about _____?
- Who is speaking on page _____? What makes you think that?
- Do you agree with the point of view of the narrator? Why or why not?
- How do details about events or other characters in a story help you figure out the narrator's point of view?
- Why are these details important to what the narrator thinks about events or other characters in a story?
- Is the narrator a character in the story? How do you know?
- Which details show what the narrator thinks?
- Do the narrator's feelings about _____ change throughout the story?
- What is the narrator's point of view about _____ (event in the story) (Character)? Do you agree with their point of view? Which details help you identify the narrator's point of view?
- 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?

RL 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).

- How does (character) look in the illustration?
- What mood is the mood of the story at this point, given the appearance of (character) in the illustration?
- How does the illustration show how (character) feels about _____?
- What does the illustration show you about how (character) is feeling?
- How does the picture of (character) match your ideas about his/her personality?
- How does the illustration show a problem that (character) continues to have?
- How does the illustration show what (character) experiences at this point in the story?
- How do the illustrations add to what you already know about (character's) _____?
- How does the illustration on page ____ contribute to the text?
- How does the illustration on pages _____ help to show the change in mood of the story?
- What do you see in the picture that helps you understand more about the story? Explain what the picture tells you.
- Ask students to read (ex. the last two sentences on page ____) and tell how (character) feels. Then ask students how the illustration captures that same feeling.
- How does the illustration relate to what is going on in the story?
- How do the text and the illustration help you figure out _____?
- Why does the illustration show _____?
- What is (character) doing in the illustrations?
- What does the illustration on page ____ tell you about (character or situation) that is not in the text?
- How is (character) different in this illustration from the earlier ones in the story?
- What do (character's) actions in this illustration suggest may happen next?
- What details do you see in the illustration that show you that (character) has learned a lesson?
- What clues in the text and illustration help you figure out what the word ____ means?
- Have students use adjectives to describe the mood in the illustration.
- How do the illustrations on pages _____ help you understand the setting and story details?
- How does the illustration help you understand the mood at this point in the story?
- Look at the illustration. What might the author have wanted readers to think was _____?
- How do the illustrations contribute to the story?
- How does the illustration help create the poem's mood?

RI 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).

- Have students select another book by the same author to read. Have them focus on the themes, settings, and plots of the two stories.
- How are the themes and plots of these two stories by the same author alike, and how are they different?
- How are _____ (book 1) and _____ (book 2) similar so far? How are they different? Consider the characters, setting, and plot.
- How are the themes the same in these two texts? How are they different?

Informational Standards:

***For each of the questions below, ask students to support their answer with evidence from the text.**

RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

- What details has the author included to show that...?
- What details on page ____ support the idea that...?
- What is the main idea of the paragraph on page ____? Explain how details in the paragraph support the main idea.

- How does the author support his claim...?
- How does the author explain the idea...?
- What is the main idea of this section?
- What key details explain...?
- What is the paragraph on page _____ mostly about?
- Name three details that support the main idea of the paragraph?
- Why do you think the author included a section on...?
- Why do you think the author wrote...?
- The author states that... What details are included to support that idea?
- Why is it important to include _____ in this text? How does it connect with the main idea?
- What is the purpose of...?
- What is the connection between _____ and _____?
- Why do you think the author included so many details about...?
- Why do you think the author compares _____ with _____?
- What main idea does the author explain by showing...?
- Describe a... Why does the author use words such as: _____ and _____?
- How does the author support the idea that...?
- What details in the text support the main idea that...?
- What is the main idea or most important point in this paragraph?
- What key detail(s) support the main idea?
- Summarize the information about _____.
- Summarize the information in this selection.
- What details on pages _____ support the idea that...?
- Summaries should only include the most important ideas from a selection. What are the most important ideas made about...?
- What evidence does the author provide to support the idea that...?
- What details does the author give to help you understand how...?
- What evidence in the text lets you know that...?
- How would you summarize this text?
- What details support the idea that...?

RI 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.

- Use a graphic organizer to list the cause and effect. Remind students that the effect is what happened and the cause is why something happened. Look for key words such as *so, if, then, because, and since* to identify causes and effects.
- What does the term “as a result” (can substitute for one of the terms listed in italics above) signal?
- What is the importance of (event)?
- What is the relationship between _____ and _____?
- Why do you think _____ is the last step in the process?
- Describes the steps it takes to _____.
- What steps does _____ follow?
- What was the sequence of events?
- Record the steps in the sequence described by the author.
- What did they do next?
- What are the steps to make _____?
- How many steps are in the directions, and why is the order important? What would happen if you changed the order?
- What is the relationship between _____ and _____?
- What is the connection between _____ and _____?
- What causes _____?
- How might _____ be like _____?

- How is _____ different from _____?
- Create a time line to show important events and the order in which they happened.
- List the steps in the process that make it possible for you to _____.
- What is the effect of this cause?
- Describe what happens when you _____.
- What effect does _____ have on _____?
- How are the terms _____ connected?

RI 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. (See grade 3 Language standards 4-6 for additional expectations.)

- What does the author mean when he writes that...? What details help clarify his meaning?
- What do you think a... is? What information might it tell you?
- What time-order words signal the...? Explain your answer.
- What is the connection between the vocabulary word _____ and _____?
- What are _____? How does the author explain _____?
- How does the author use the word _____ on page _____?
- What does the word _____ mean? Which words or phrases are clues that help you understand its meaning?
- How are the terms: _____, _____, and _____ connected?
- What does the word _____ mean? How do you know?
- What does the word _____ mean? What clues from the text supports your answer?
- Look at the compound word _____. What two words make it up? _____ and _____.
- What does it mean?
- What is another word for _____?
- When working with cognates – What other word do you know that are similar to the new words?
- What does the prefix _____ mean in the word _____? What other clues can help us find the meaning? What does the word _____ mean?
- What is another word with the prefix _____?
- In paragraph ____ on page _____ the author used the word _____ with the suffix –y which means “full of”. So the word _____ must mean _____. Use text evidence to support your thinking.
- 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?

RI 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Use the table of contents to find a chapter about _____.
- Find the index entry for a chosen topic; note the pages in the book where information is given.
- As you read _____, look for the text and graphic features the author uses to make his/her ideas clearer.
- Under what heading can you find information that tells about _____?
- Under what heading can you find out about?
- Where can you find out about?
- Which section has directions?
- Look at the heading on page _____. What does the heading tell you about this section of the text?
- Under which heading would you find this information?
- Where in this article can you find information about _____?
- Using the headline, what will this article be about?
- What are the different sections found in this magazine?
- On what page will we find?
- What features help you determine what this diagram is about?

- What key word can you type into the computer to help you locate more information about _____?
- What is the purpose of a heading?
- What is the purpose of a key word?
- What is the purpose of a bolded word?
- What is the purpose of a subheading?

RI 6: Distinguish their own point of view from that of the author of a text.

- What is the author's point of view about the example he used? Tell whether you agree or disagree and why.
- Based on the author's description of..., what do you think his opinion of the _____ is?
- ...what does this tell you about the character?
- How do you think the author feels about _____? Do you agree or disagree with the author's point of view? Explain.
- Which details in the selection help you to determine the author's point of view?
- Which details help you determine what the author thinks about _____?
- Why does the author think _____?
- Is your point of view on the topic _____ the same as the author's?
- Why is it important to know the author's point of view?
- How does the author support their point of view? C
- What do the headings in this selection tell you about the author's point of view?
- Reread this selection and look for words or phrases that indicate what the author thinks about the topic.
- How does the author feel about the topic? Do you agree or disagree? Explain why or why not.

RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- How does the map on page _____ help you understand the information in (article or section title)?
- Use the text, photographs, and captions to explain _____.
- What is the purpose of this map?
- How do the details in the map support the main idea?
- What does the map show?
- What main idea does the map show?
- What details do you see on the map?
- How do the details help you understand the map's main idea?
- Which elements on the map helped you determine the main idea and identify the details?
- Use the text and diagram on page _____ to explain _____.
- How does the illustration on page _____ help you understand the importance of _____?
- What does this photograph show?
- How does the illustration help you understand _____?
- What does the picture on page _____ help you understand about _____?
- How do the illustrations on page _____ contribute to your understanding of the text?
- How does the picture help you understand the article?
- How does the flow chart contribute to your understanding of the text under the heading _____?
- How do the photographs help your understanding of the text?
- What is the topic of the chart? How is the information in the chart presented?
- How does the illustration on page _____ reflect what was mentioned in the text?
- What do the photographs and captions on pages _____ and _____ show and tell you?
- How does the diagram help explain _____?
- How does the photograph on page _____ relate to what is described in the text?
- How does the image on this page help you understand the text?
- How do the photo and caption connect to the text?

RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- What effect did _____ have on _____?
- What are the causes and effects explained in paragraph _____?
- What occurred as a result of...?
- Contrast _____ with _____, how are they differ?
- What event had to occur before...? Why is the order important?
- What did they do next?
- How does the information in paragraph _____ on page _____ connect with the information in paragraph _____ on page _____?
- Reread page _____. What is the connection between _____ and _____?
- How are the _____ alike and different?
- What words help to compare _____ and _____?
- How are the _____ connected to the _____? How do you know?
- How did the author organize the text in the section on _____ similar to the organization in the section on _____?
- What does _____ have in common with _____?
- The facts on page _____ explains... The text on page _____ says... Explain why both pieces of information were placed in this selection.
- Explain that a cause leads to a second event called the effect. An effect is what happens. What is the effect of this cause?
- Explain that words such as because, thus, so, and since may signal cause-and-effect relationships. What cause-and-effect signal word do you see in the _____ paragraph on page _____?
- Based on what you know about _____, why do you think the author included the information listed on page _____ in the _____ paragraph?

RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.

- List the key details from passage #1 and compare them with a list of key details from passage #2.
- List what both texts tell you about _____.
- Compare the important points and key details from both selections.
- Compare the details from each selection that describe _____.
- What science concepts do both texts describe? How are the concepts similar? How are they different?
- How are important points and details in the two articles alike and how are they different?
- What is the same and what is different about _____ described in each text?
- 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?