

3rd Grade STAAR Standards-Based Questions

Standards-Based, Reusable Questions Aligned to Assessed TEKS

How to Use This Document

These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

Color-Coding Guide:

- **Readiness Standards** = Most heavily weighted on STAAR
 - **Supporting Standards** = Lower weight on STAAR
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REPORTING CATEGORY 1: READING

STRAND 1: VOCABULARY (TEKS §3)

● 3(A) — Use Resources to Determine Meaning, Syllabication, and Pronunciation

SUPPORTING STANDARD

Standards-Based Questions:

- *What resource could help you understand this word?*
- *How many syllables does this word have?*
- *How do you pronounce this word?*

Teacher Scaffolding Moves:

- Model using resources: picture dictionary, glossary, online dictionary
- Show how to count syllables (clapping, chin method)
- Practice pronunciation strategies
- Provide access to age-appropriate resources

● 3(B) — Use Context Within and Beyond a Sentence

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What clues in the sentence help you understand this word?*
- *What clues in the sentences around this one help you figure out the word's meaning?*
- *What does this word mean based on how it's used?*

Teacher Scaffolding Moves:

- Model looking for context clues in the same sentence
- Show how to look at sentences before and after
- Teach context clue types appropriate for 3rd grade:
 - Definition (The word means...)
 - Example (such as, like, for example)
 - Synonym (another word that means the same)
- Use sentence stems: "The text says __, so the word probably means __"

STAAR Connection: Context clues are heavily tested. Students must use surrounding text to determine meaning.

● 3(C) — Words with Affixes

SUPPORTING STANDARD

Focus Affixes: im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -ful

Standards-Based Questions:

- *What does the prefix/suffix mean in this word?*
- *How does [prefix/suffix] change the meaning of the base word?*
- *What does this word mean when you add the [affix]?*

Teacher Scaffolding Moves:

- Pre-teach affix meanings:
 - **im-** (into) = import, implant
 - **non-** (not) = nonfiction, nonsense
 - **dis-** (not, opposite) = disagree, dislike
 - **in-** (not, non) = incomplete, incorrect
 - **pre-** (before) = preview, preheat
 - **-ness** (state of) = kindness, darkness
 - **-y** (having, full of) = sunny, rainy
 - **-ful** (full of) = helpful, colorful
- Show base word + affix = new meaning
- Model: "If *happy* means feeling good, then *happiness* means the state of feeling good"

● 3(D) — Antonyms, Synonyms, Idioms, Homophones, Homographs

SUPPORTING STANDARD

Standards-Based Questions:

- *What is a word that means the opposite (antonym)?*
- *What is a word that means the same (synonym)?*
- *What does this saying (idiom) mean?*
- *Which word sounds the same but has a different spelling (homophone)?*

- *What does this word mean in this sentence (homograph)?*

Teacher Scaffolding Moves:

- Define each term with simple language:
 - **Antonym** = opposite (hot/cold, big/small)
 - **Synonym** = same meaning (happy/glad, big/large)
 - **Idiom** = saying that means something different ("It's raining cats and dogs" = raining hard)
 - **Homophone** = sounds same, spelled different (to/too/two, there/their)
 - **Homograph** = spelled same, different meaning (bat = animal or stick)
- Use visual aids and examples
- Practice with word games and sorts

STRAND 2: COMPREHENSION SKILLS (TEKS §6)

● 6(C) — Make and Confirm Predictions

SUPPORTING STANDARD

Standards-Based Questions:

- *What do you think will happen next?*
- *Based on [picture/title/heading], what do you predict?*
- *Was your prediction correct? What evidence shows this?*

Teacher Scaffolding Moves:

- Model making predictions from text features (pictures, titles, headings)
- Show how to use what already happened to predict
- Teach students to confirm or change predictions as they read
- Use a prediction chart: I predict... | Evidence | Confirmed or Changed

● 6(E) — Make Connections

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How does this remind you of something in your life?*
- *What does this remind you of from another book?*
- *How does this connect to something you know about?*

Teacher Scaffolding Moves:

- Model all three connection types with simple language:
 - **Text-to-Self** = reminds you of your life
 - **Text-to-Text** = reminds you of another book/story
 - **Text-to-World** = reminds you of something you know about the world
- Use sentence frames: "This reminds me of ___" or "This is like ___"
- Show connections that help understanding (not random connections)

STAAR Connection: Connections help students understand characters, events, and ideas.

● 6(F) — Make Inferences

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *How do you think [character] feels?*
- *Why do you think [character] did that?*
- *What can you tell about [character/setting] from the story?*
- *What does the author want you to understand?*

Teacher Scaffolding Moves:

- **NEVER use the word "infer" in the question**
- Use simple language: "figure out," "tell," "understand"
- Model thinking: "The story says __. I know __. So I can tell that __"
- Use inference equation (simplified): Clues from Text + What I Know = What I Figure Out
- Practice with pictures first, then move to text

STAAR Connection: Most frequently tested standard. Students must use text clues to figure out things not directly stated.

● **6(G) — Evaluate Details for Key Ideas**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is this mostly about?*
- *What is the most important idea?*
- *Which details are most important?*
- *What is the main idea of this part?*

Teacher Scaffolding Moves:

- Teach "mostly about" language (not "main idea" initially)
- Model sorting: Important vs. Interesting details
- Use graphic organizers: Main Idea in center, details around it
- Show that main idea = what the whole section is mostly about

● **6(H) — Synthesize Information**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What did you learn from putting these ideas together?*
- *What new understanding do you have after reading all of this?*
- *How did your thinking change from the beginning to the end?*

Teacher Scaffolding Moves:

- Use simple language: "put together," "new understanding"
- Model: "First I learned __. Then I learned __. Now I understand __"
- Show that synthesis = combining ideas to learn something new
- Use think-aloud to demonstrate

STRAND 3: RESPONSE SKILLS (TEKS §7)

● **7(C) — Use Text Evidence**

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *Where in the story does it show this?*
- *What part of the text tells you this?*
- *How do you know? (What evidence supports this?)*

Teacher Scaffolding Moves:

- Teach "evidence" as "proof from the text"
- Model going back into text to find evidence
- Use sentence frames: "I know this because the text says ___" or "On page ___, it says ___"
- Practice pointing to specific sentences/paragraphs

STAAR Connection: Every answer needs evidence. Students must cite the text.

● **7(D) — Retell and Paraphrase**

SUPPORTING STANDARD**Standards-Based Questions:**

- *Can you retell what happened in order?*
- *Can you say this in your own words?*
- *What happened first, next, then, last?*

Teacher Scaffolding Moves:

- Define:
 - **Retell** = tell what happened in order (for stories)
 - **Paraphrase** = say it in your own words
- Use story sequence: First, Next, Then, Last
- Teach "Somebody Wanted But So Then" for retelling
- Model putting text in own words

STRAND 4: LITERARY ELEMENTS (TEKS §8)

● **8(A) — Infer Theme, Distinguish from Topic**

SUPPORTING STANDARD**Standards-Based Questions:**

- *What lesson does this story teach?*
- *What message does the author want you to learn?*
- *What is the story mostly about (topic)? What does it teach (theme)?*

Teacher Scaffolding Moves:

- **NEVER** ask "What is the theme?"
- Use child-friendly language: "lesson," "message"
- Teach difference:
 - **Topic** = what the story is about (one word: friendship, courage)
 - **Theme** = the lesson or message (a sentence: "Friends help each other")
- Use theme stems: "The story teaches that ___" or "The message is ___"

● 8(B) — Explain Relationships Among Characters

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How are these characters related?*
- *How does [character A] feel about [character B]?*
- *How do the characters get along?*
- *Who are the main characters and who are the less important characters?*

Teacher Scaffolding Moves:

- Define:
 - **Major characters** = main, most important characters
 - **Minor characters** = less important characters
- Teach relationship words: friends, family, enemies, helpers, etc.
- Model explaining how characters interact and feel about each other
- Use character relationship maps

STAAR Connection: Questions ask about character relationships and who is major vs. minor.

● 8(C) — Analyze Plot Elements

READINESS STANDARD — High Priority

Focus: Sequence of events, conflict, resolution

Standards-Based Questions:

- *What happened first, next, then, last?*
- *What is the problem in this story?*
- *How is the problem solved?*
- *What happens in order?*

Teacher Scaffolding Moves:

- Teach plot elements with simple language:
 - **Sequence of events** = order of what happens (first, next, then, last)
 - **Conflict** = the problem
 - **Resolution** = how the problem is solved
- Use story mountain or plot diagram
- Model: "The problem is ___. It's solved when ___"
- Practice sequencing with pictures and text

STAAR Connection: Students must identify problems, solutions, and sequence of events.

● 8(D) — Explain Setting's Influence on Plot

SUPPORTING STANDARD

Standards-Based Questions:

- *Where and when does this story happen?*
- *How does the place affect what happens?*
- *What happens because of where/when the story takes place?*

Teacher Scaffolding Moves:

- Define **setting** = where and when the story happens
- Show how setting can cause problems or affect events
- Model: "Because the story takes place in [setting], [this event] happens"

STRAND 4: GENRE (TEKS §9)

● 9(A) — Distinguish Characteristics of Children's Literature

SUPPORTING STANDARD

Focus Genres: folktales, fables, fairy tales, legends, myths

Standards-Based Questions:

- *What type of story is this?*
- *What clues tell you this is a [genre]?*
- *What do you expect to find in a [genre]?*

Teacher Scaffolding Moves:

- Teach genre characteristics:
 - **Folktale** = passed down, teaches lesson, ordinary people
 - **Fable** = short story with animals, teaches lesson (moral)
 - **Fairy tale** = magic, "once upon a time," good vs. evil
 - **Legend** = based on real person/event, exaggerated
 - **Myth** = explains nature, gods/goddesses
- Use genre charts with pictures and examples

● 9(B) — Explain Rhyme Scheme, Sound Devices, Structural Elements in Poetry

SUPPORTING STANDARD

Standards-Based Questions:

- *What words rhyme in this poem?*
- *What sounds do you notice?*
- *How many stanzas does this poem have?*
- *How is this poem organized?*

Teacher Scaffolding Moves:

- Define with simple language:
 - **Rhyme scheme** = pattern of rhyming words
 - **Sound devices** = special sounds (like rhyme, repeating sounds)
 - **Stanzas** = groups of lines (like paragraphs)
- Read poems aloud to hear sounds
- Point out and label structural elements

● 9(C) — Discuss Elements of Drama

SUPPORTING STANDARD

Focus: characters, dialogue, setting, acts

Standards-Based Questions:

- *Who are the characters in this play?*
- *What do the characters say to each other?*
- *Where does this play take place?*
- *How is the play divided into parts?*

Teacher Scaffolding Moves:

- Define:
 - **Characters** = people/animals in the play
 - **Dialogue** = what characters say
 - **Setting** = where the play happens

- **Acts** = big sections of the play
- Show how plays are different from stories (script format)
- Practice reading plays aloud with parts

● 9(D)(i) — Central Idea with Supporting Evidence

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is the most important idea in this text?*
- *What details support the main idea?*
- *What is this text mostly about, and how do you know?*

Teacher Scaffolding Moves:

- Use "most important idea" or "what it's mostly about"
- Show how details support/prove the main idea
- Model: "This text is mostly about ___. I know because ___"

● 9(D)(ii) — Text Features to Support Understanding

SUPPORTING STANDARD

Focus Features: sections, tables, graphs, timelines, bullets, numbers, bold and italicized font

Standards-Based Questions:

- *What does this [feature] help you understand?*

- *Why did the author use [bold/italic/bullets/numbers]?*
- *What information does the [table/graph/timeline] give you?*

Teacher Scaffolding Moves:

- Name and model using each feature:
 - **Sections** = parts with headings
 - **Tables** = information in rows and columns
 - **Graphs** = pictures that show information
 - **Timelines** = shows when things happened
 - **Bullets** = list with dots
 - **Numbers** = list with numbers
 - **Bold/Italic** = darker or slanted to show important
 - Show how features help find and understand information
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● 9(D)(iii) — Organizational Patterns

SUPPORTING STANDARD

Focus Patterns: cause and effect, problem and solution

Standards-Based Questions:

- *What happened? Why did it happen?*
- *What is the problem? What is the solution?*
- *How is this information organized?*

Teacher Scaffolding Moves:

- Teach patterns with signal words:
 - **Cause and Effect** = because, so, since, as a result
 - **Problem and Solution** = problem is, solution is, solved by
- Use graphic organizers for each pattern
- Model identifying the pattern

● 9(E)(i) — Identify the Claim

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What does the author think or believe?*
- *What is the author trying to get you to believe?*
- *What does the author want?*

Teacher Scaffolding Moves:

- Use simple language: "what the author thinks," "what the author wants you to believe"
- Show claim is the author's opinion or position
- Model: "The author believes ___" or "The author wants you to think ___"

● 9(E)(ii) — Distinguish Facts from Opinion

READINESS STANDARD — High Priority

Standards-Based Questions:

- *Is this a fact or an opinion?*
- *How can you prove this is true?*
- *Is this something everyone would agree with, or is it what someone thinks?*

Teacher Scaffolding Moves:

- Define clearly:
 - **Fact** = can be proven true, everyone agrees
 - **Opinion** = what someone thinks or believes, might disagree
- Teach clue words:
 - Opinion words: think, believe, should, best, favorite, always, never
 - Fact words: can be checked, has numbers/dates
- Practice sorting facts and opinions

STAAR Connection: Very common in 3rd grade. Students must distinguish fact from opinion.

● **9(E)(iii) — Identify Intended Audience**

SUPPORTING STANDARD

Standards-Based Questions:

- *Who is this text written for?*
- *How can you tell who should read this?*

Teacher Scaffolding Moves:

- Teach audience clues: pictures, words used, topic
- Model: "This is written for kids because ___"

STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §10)

● **10(A) — Explain Author's Purpose and Message**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *Why did the author write this?*
- *What does the author want you to know or learn?*
- *Is the author trying to teach, tell a story, or convince you?*

Teacher Scaffolding Moves:

- Teach three purposes with simple language:
 - **Inform** = teach you something
 - **Entertain** = tell a story, make you enjoy
 - **Persuade** = convince you, get you to agree
- Define **message** = what the author wants you to understand
- Model finding clues to purpose

STAAR Connection: Purpose questions are very common.

● **10(B) — Explain How Text Structure Contributes to Purpose**

SUPPORTING STANDARD**Standards-Based Questions:**

- *How does the author organize this text?*
- *How does this organization help you understand?*

Teacher Scaffolding Moves:

- Show how organization matches purpose
- Model: "The author uses [structure] to help [purpose]"

● **10(C) — Explain Author's Use of Print and Graphic Features**

SUPPORTING STANDARD**Standards-Based Questions:**

- *Why did the author use [feature]?*
- *How does [feature] help you?*

Teacher Scaffolding Moves:

- Show how features help readers understand or find information
- Model explaining the "why" behind features

● 10(D) — Describe Author's Use of Imagery, Figurative Language, and Sound Devices

SUPPORTING STANDARD

Focus: imagery, literal and figurative language (simile), sound devices (onomatopoeia)

Standards-Based Questions:

- *What pictures do you see in your mind?*
- *What does the author compare using "like" or "as"?*
- *What sound words does the author use?*

Teacher Scaffolding Moves:

- Define with simple language:
 - **Imagery** = words that help you see/hear/feel/smell/taste
 - **Simile** = comparing using "like" or "as" ("as brave as a lion")
 - **Literal** = exactly what it says
 - **Figurative** = not exactly what it says (says one thing, means another)
 - **Onomatopoeia** = sound words (boom, splash, meow)
- Model identifying and explaining purpose

● 10(E) — Identify First- or Third-Person Point of View

SUPPORTING STANDARD

Standards-Based Questions:

- *Who is telling the story?*
- *Does the story use "I" or "he/she"?*

Teacher Scaffolding Moves:

- Define:
 - **First person** = character tells story, uses "I"
 - **Third person** = someone outside tells story, uses "he/she/they"
- Practice identifying pronouns

● 10(F) — Discuss How Language Contributes to Voice

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the author's writing sound?*
- *What kind of words does the author use?*

Teacher Scaffolding Moves:

- Define **voice** = how the author's writing sounds (funny, serious, friendly)
- Show how word choice creates voice

● 10(G) — Identify and Explain Use of Hyperbole

SUPPORTING STANDARD

Standards-Based Questions:

- *What did the author exaggerate?*
- *Is this really true, or is the author making it bigger than real?*
- *Why did the author exaggerate?*

Teacher Scaffolding Moves:

- Define **hyperbole** = big exaggeration ("I'm so hungry I could eat a horse")
- Show that hyperbole is not literal
- Model explaining why authors use it (to be funny, to emphasize)

REPORTING CATEGORY 2: WRITING**Spelling (TEKS §2B)**

● **2(B)(i) — Spelling Multisyllabic Words with Syllable Types**

READINESS STANDARD**Teacher Scaffolding Moves:**

- Teach syllable types: closed, open, VCe, vowel teams, r-controlled, final stable
- Practice identifying and spelling words with these patterns

● **2(B)(ii) — Spelling Homophones**

READINESS STANDARD**Teacher Scaffolding Moves:**

- Teach common homophones: to/too/two, there/their/they're
- Show meaning differences

● **2(B)(iii) — Spelling Compound Words, Contractions, Abbreviations**

READINESS STANDARD

Teacher Scaffolding Moves:

- Practice spelling compound words (rainbow, baseball)
- Teach contractions (can't, won't, it's)
- Teach abbreviations (Mr., Dr., St.)

● **2(B)(iv) — Multisyllabic Words with Multiple Sound-Spelling Patterns**

SUPPORTING STANDARD

● **2(B)(v) — Syllable Division Patterns**

SUPPORTING STANDARD

Focus: VCCV, VCV, VCCCV

● **2(B)(vi) — Spelling with Prefixes**

SUPPORTING STANDARD

● **2(B)(vii) — Spelling with Suffixes**

READINESS STANDARD

Focus: Dropping e, changing y to i, doubling final consonants

Teacher Scaffolding Moves:

- Teach rules:
 - Drop e before adding -ing (hope → hoping)
 - Change y to i before adding -es or -ed (happy → happier)
 - Double final consonant before adding -ing/-ed (hop → hopping)

Revising and Editing (TEKS §11)

● **11(B)(i) — Organizing with Introduction and Conclusion**

READINESS STANDARD

Standards-Based Questions:

- *Which sentence would be the best beginning?*
- *Which sentence would be the best ending?*
- *Does this have a good introduction and conclusion?*

Teacher Scaffolding Moves:

- Teach:
 - **Introduction** = beginning, tells what it's about
 - **Conclusion** = ending, wraps it up
- Model strong beginnings and endings

● **11(B)(ii) — Developing Engaging Idea with Relevant Details**

READINESS STANDARD**Standards-Based Questions:**

- *Which detail belongs with this idea?*
- *Which sentence adds a good detail?*
- *Which sentence doesn't belong?*

Teacher Scaffolding Moves:

- Define **relevant** = belongs, fits with the topic
- Show how details support the main idea
- Practice identifying relevant vs. irrelevant details

● **11(C) — Revise Sentence Structure and Word Choice**

READINESS STANDARD**Standards-Based Questions:**

- *Which word would work better here?*
- *How could you combine these sentences?*
- *How could you make this sentence clearer?*

Teacher Scaffolding Moves:

- Model revising by:
 - Adding details
 - Deleting unnecessary words
 - Combining sentences
 - Rearranging for clarity
- Show better word choices

● 11(D)(i) — Complete Simple and Compound Sentences with Subject-Verb Agreement

READINESS STANDARD

Standards-Based Questions:

- *Is this a complete sentence?*
- *Which verb goes with this subject?*

Teacher Scaffolding Moves:

- Teach complete sentence = has subject and verb, complete thought
- Teach subject-verb agreement (he walks, they walk)
- Practice simple and compound sentences

● 11(D)(ii) — Past, Present, and Future Verb Tense

READINESS STANDARD

Standards-Based Questions:

- *Which verb shows this happened in the past/present/future?*
- *What is the correct verb tense?*

Teacher Scaffolding Moves:

- Teach three tenses:
 - **Past** = already happened (walked)
 - **Present** = happening now (walk)
 - **Future** = will happen (will walk)

● 11(D)(iii) — Singular, Plural, Common, and Proper Nouns

SUPPORTING STANDARD

- **11(D)(iv) — Adjectives (Comparative and Superlative)**

SUPPORTING STANDARD

- **11(D)(v) — Adverbs of Time and Manner**

SUPPORTING STANDARD

- **11(D)(vi) — Prepositions and Prepositional Phrases**

SUPPORTING STANDARD

- **11(D)(vii) — Pronouns (Subjective, Objective, Possessive)**

SUPPORTING STANDARD

- **11(D)(viii) — Coordinating Conjunctions**

SUPPORTING STANDARD

- **11(D)(ix) — Capitalization**

SUPPORTING STANDARD

Focus: Official titles, holidays, geographical names

● **11(D)(x) — Punctuation (Apostrophes, Commas)**

SUPPORTING STANDARD

Focus: Apostrophes in contractions and possessives, commas in compound sentences and series

● **11(D)(xi) — Correct Spelling**

READINESS STANDARD

Focus: Grade-appropriate patterns and high-frequency words

Written Essay (TEKS §7B, §12B, §12C)

● **7(B) — Write Response Demonstrating Understanding**

READINESS STANDARD — Assessed in Essay

Standards-Based Prompts:

- *Write about what you learned from this text.*
- *Write about what happened in the story.*

Teacher Scaffolding Moves:

- Model writing responses that show understanding
 - Teach basic essay structure for 3rd grade
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● 12(B) — Compose Informational Texts

READINESS STANDARD — Assessed in Essay

Focus: Brief compositions with clear central idea

Text-Agnostic Prompts:

- *Write about [topic] using information from the text.*

Teacher Scaffolding Moves:

- Teach informational writing structure:
 - Introduction (tell what it's about)
 - Details (tell facts/information)
 - Conclusion (end it)
-

● 12(C) — Compose Argumentative Texts (Opinion Essays)

READINESS STANDARD — Assessed in Essay

Text-Agnostic Prompts:

- *Write your opinion about [topic].*
- *Do you think [position]? Why or why not?*

Teacher Scaffolding Moves:

- Teach opinion writing structure:
 - State your opinion
 - Give reasons
 - End with your opinion again
 - Model using "I think" and "because"
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 **STAAR Success Strategy: The Question Stays Clean**

Remember:

- The question embeds the thinking — it doesn't announce it
- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

Post these questions. Return to them all year. Watch your students grow.

 **Readiness vs. Supporting Standards Priority Guide**

● HIGHEST PRIORITY (Most Frequent on STAAR):

- 3(B) — Context clues within and beyond sentence
- 6(E) — Make connections
- 6(F) — Make inferences ★ **MOST TESTED**
- 6(G) — Evaluate details for key ideas
- 6(H) — Synthesize information
- 7(C) — Use text evidence ★ **CRITICAL**
- 8(B) — Character relationships
- 8(C) — Plot elements (sequence, conflict, resolution)
- 9(D)(i) — Central idea with evidence
- 9(E)(i) — Identify claim
- 9(E)(ii) — Facts vs. opinion ★ **VERY COMMON**
- 10(A) — Author's purpose and message

● IMPORTANT BUT LESS FREQUENT:

All other supporting standards should still be taught but receive less emphasis in test prep.

 **3rd Grade Foundations**

What Makes 3rd Grade Special:

- First year of STAAR testing for many students
- Foundational reading comprehension skills
- Beginning literary analysis
- Introduction to fact vs. opinion
- Building independence with text evidence

Critical Skills to Emphasize:

- Making inferences (most tested)
- Using text evidence (every question)
- Distinguishing fact from opinion
- Understanding character relationships
- Identifying sequence, problem, solution

Teacher Support is Key:

- Use simple, clear language
- Model, model, model
- Provide sentence frames
- Practice with familiar texts first
- Build confidence gradually

Final Reminder: 3rd grade is about building foundations. These questions are designed to be simple, clear, and reusable. Don't overcomplicate. Post them, use them repeatedly with different texts, and watch students become confident readers and thinkers.