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| **2013 & 2014 Grade 3 ELA** |  |  |
| **Standard (Literature)** |  |  |
| **RL 3.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| 2013: 3 Multiple Choice | 2014: 6 Multiple Choice ; 3 CR |  |
| **Examples:**   * Why is Iris an important part of the story? (SQ; CR) * Why does the hare stop at the road? (SQ; CR) * Why is the setting of the story important? (2014; CR) * What do paragraphs 4 through 7 show about David? (2014; CR) * What do paragraphs 16 & 17 show about otters and gulls? (2014; MC) * Which sentence best states what the reader learns in paragraph 8? (2014; MC) | | |
| **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. | | |
| 2013:2 Multiple Choice; 1 CR | 2014: 2 Multiple Choice |  |
| **Examples:**   * Describe the way the poplar grows his branches. Explain why the tree decides to grow them this way and how the actions of the Old Man; Iris; Zeus; and Mercury lead to his decision. (SQ; ER) * Which Sentence best describes the main idea of the story? (2014; MC) | | |
| **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. | | |
| 2013: 4 Multiple Choice; 4 CR | 2014: 2 Multiple Choice; 2 CR |  |
| **Examples:**   * Describe the way the poplar grows his branches. Explain why the tree decides to grow them this way and how the actions of the Old Man; Iris; Zeus; and Mercury lead to his decision. (SQ; ER) * As she waits for her turn, how does Taylor feel about jumping off the diving board? (2013; CR) * Based on the story, which two words best describe the hare? (SQ; MC) * Which detail from the story best shows why Maggie believes the otter trusts her? (2014; MC) * How does David feel when he sees the mountain for the first time? (2014; CR)’ * How does George behave as a member of the group? (2014; MC) * Why is Thomas “Swelling like a blowfish” in paragraph 39? (2013; CR) * Why is Iris and important part of the story? (SQ; CR) * Thomas’ mood changes from the beginning of the story to the end. How does Thomas feel at the beginning of the story? How does he feel a t the end? Why does his mood change? (2013; ER) | | |
| **RL 3.4**  Determine the meaning of words and phrases as they are used in a text, distinguishing literal from  nonliteral language. | | |
| 2013: 4 Multiple Choice; 1 CR | 2014: 2 Multiple Choice |  |
| **Examples:**   * Read the following sentence from the first paragraph: “The snow lay in waves and glistened like sugar”. The Author uses the word sugar to show that: (SQ; MC) * Why is Thomas “Swelling like a blowfish” in paragraph 39? (2013; CR) | | |
| **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. | | |
| 2013: 1 Multiple Choice | 2014: 1 Multiple Choice |  |
| * In which scene does the hare reach his goal for the day (SQ; MC) * Read paragraphs 26&27 from the story. “When Friday afternoon came, she burst into the house and grabbed her fishing pole.” “What a girl for fishing!” her mother said. Which sentence best explains what cause Maggie’s mother to say this? (2014; MC) | | |
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| **Language Standard 4:**  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,company, companion). 4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases | | |
| * Read the sentence from paragraph 6. “Dr. Poole says that elephants, too, need to form bonds with their family and friends.” Which action in the article best shows the forming of a bond? (2013, MC) * In paragraph 15, the word “hike” most closely means (2014; MC) | | |

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| **2013 & 2014 Grade 3 ELA** |  |  |
| **Standard (Information)** | **Type of Question** |  |
| **3.1**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| 2013: 6 MC; 1 CR | 2014: 4 MC |  |
| * Which paragraph explains how snowshoeing affects the body?(2014; MC) * Which detail about Mlaika helps explain the strange sounds she was making? (2013; MC) * Which paragraph is the article shows how people are most like animals? (2013; MC) * Read the sentence from Paragraph 7. “When they are kept outside of their natural environment, they may copy unusual sounds.” What is the meaning of “environment” in this sentence? (2013; MC) * Which detail best supports the article’s main idea. (2013; MC) * According to the passage, by squeezing soil you can tell if…(SQ; MC) * The passage explains all aspects of soil except..(SQ, MC) * Read the sentence from paragraph 6. “Dr. Poole says that elephants, too, need to form bonds with their family and friends.” Which action in the article best shows the forming of a bond?(2013; MC) * Read the sentence from the article. “It turned out that Mlaika was copying the sounds of trucks driving by.” How does paragraph 7 support this sentence? (2013; MC) * According to the Filtering section, why do syrup makers remove minerals from maple syrup? (2014; MC) | | |
| **3.2**  Determine the main idea of a text; recount the key details and explain how they support the main idea | | |
| 2013: 2 MC; 2 CR | 2014: 1 MC |  |
| * Which detail best supports the article’s main idea? (2013; MC) * How do the details in paragraph 18 support a main idea of the passage? (2013; MC) | | |
| **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. | | |
| 2013:3 Multiple Choice | 2014: 2 MC; 2 CR |  |
| * The author provides many details about how sea turtles are similar to and different from each other. How is a leatherback turtle similar to a green sea turtle? How are they different from each other? (2014; ER) * Read the Chart below: Which statement best completes the chart? (2014; MC) | | |
| **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. | | |
| 2013**:** 1 MC | 2014: 2 MC |  |
| * Read the sentence from Paragraph 7. “When they are kept outside of their natural environment, they may copy unusual sounds.” What is the meaning of “environment” in this sentence? (2013; MC) * Read this sentence from paragraph 6 of the passage. “Of soul crumbles between your fingers, then the weather has probably been dry.” Based on the text, the word crumbles means...(SQ ; MC) * Read paragraph 3 from the passage. “Teachers say snowshoes are improving their students’: heart and lungs, muscles, spirits.” What does “improving their students’ spirits” most likely mean? (2014; MC) | | |
| **3.5**  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | |
| 2013:2 Multiple Choice | 2014: 3 MC; 1 CR |  |
| * Which section of the article contains information about the process of turning sap into syrup? (2014; MC) * How does the information in the section titles “Snowshoe Smarts” add to the information in the rest of the passage? (2014; MC) * Why does the information in paragraph 5 belong under the heading “Suited for the Sea?” (2014; CR) * Which section of the article contains information about the process of turning sap into syrup? (2014; MC) * How does the information in the section titles “Snowshoe Smarts” add to the information in the rest of the passage? (2014; MC) * Why does the information in paragraph 5 belong under the heading “Suited for the Sea”? (2014; CR) * The first illustration best helps the reader understand the information in which paragraph? (2014; MC) | | |
| **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). | | |
| 2013:1 MC | 2014: 2 MC |  |
| * According to the text and photos in the passage, what do the photos show about the difference in the soils from Arizona and Texas? (SQ; MC) | | |
| **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). | | |
| 2013:2 MC; 1 CR | 2014: 2 MC; 1 CR |  |
| * Read these two sentences from paragraph 5: “Soil in a forest might be gritty, which means more sand. Soil in a meadow might be smooth, which means more silt”. Which statement describes the relationship between these two sentences? (SQ; MC) * Read the sentence from the article. ‘It turned out that Mlaika was copying the sounds of the trucks driving by”. How does paragraph 7 support this sentence? (2013; MC) * Which statement from the passage is explained by the information in paragraph 17? (2014; MC) | | |

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| **UNTESTED (Literature)** |  |  |
| **RL 3.6**  Distinguish their own point of view from that of the narrator or those of the characters. | **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). | **RL 3.8**  Not applicable to 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). | **RL 3.10**  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. |  |
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| **UNTESTED (Information)** |  |  |
| **RI 3.6**  Distinguish their own point of view from that of the author of a text. | **RI 3.9**  Compare and contrast the most important points and key details presented in two texts on the same topic. | **RI 3.10**  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. |