

Sample Questions, Task Demands, and Achievement Level Descriptors (3rd Grade)

Reading Informational Text

Key Ideas and Details

LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Students may be asked to:

- Select words, phrases, or quotations from the text to answer a question.
- Select information explicitly stated in the text from the choices and then select words or phrases from the text to support the information (two part question).

Sample Question Stems:

- Select a detail from the article that shows _____.
- Why was _____ described as _____?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
answers explicit questions to demonstrate understanding of a text, with minimal reference to the text	answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	answers inferential questions to demonstrate understanding of a complex text, referring explicitly to the text as the basis for answers

Key Ideas and Details

LAFS.3.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Students may be asked to:

- Select words or phrases from the text that explicitly state the main idea.
- Select words or phrases from the text that provide explicit support for the main idea.
- Select the main idea from the choices and then select words or phrases from the text to support the selected main idea (two part question).
- Select explicit or implicit details that support the main idea of an article.
- Select an explanation that describes how the main idea is conveyed in the text.
- **Write** the main idea of an article or text.
- **Write** details from the text that can be used to support the main idea of the article.
- **Write** the main idea and describe details from the article that can be used to support the main idea.

Sample Question Stems:

- Which of the following best describes the main idea of the article?
- What is the main idea of the article or passage?
- Select the statement that describes the main idea of the article.
- Select a sentence from the article that best supports your answer.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies the explicitly stated main idea of a text; identifies key details from the text	determines the main idea of a text; recounts key details and explains how key details support the main idea	determines the implied main idea of a text; recounts multiple details of the text and explains how they support the main idea	determines the implied main idea of a complex text; recounts multiple details of the text and explains how implied details support the main idea

Key Ideas and Details

LAFS.3.RI.1.3: 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.

Students may be asked to:

- Select words from or phrases from the text that provide details to describe a relationship between events, concepts, or steps.
- Select from choices the correct description about relationships between events, concepts, or steps and select words from the text that provide support for these relationships.
- Select examples of language or details from the text that denote a relationship between time and sequence.
- Select an inference about a relationship between events, concepts, or steps.
- **Write** to describe the relationship between events, concepts, or steps in words and support the description with details from the text.

Sample Question Stems:

- Select the phrase that describes how the chronological structure helps the reader understand the process of _____.
- How does the structure of the text help the reader to understand _____?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes an explicit relationship between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time and sequence	describes 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	analyzes 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	analyzes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using academic language that pertains to time, sequence, and cause/effect

Craft and Structure

LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Also assesses 3.L.2.3; 3.L.3.4; 3.L.3.5

Students may be asked to:

- Select words or phrases that provide context for an unknown word.
- Use a range of strategies to determine the meaning of an unknown word.
- Distinguish between shades of meaning among related words.
- Choose words or phrases for the desired effect bases on the tone of the text.
- Select the correct meaning of a word from a list or choices.
- Select the correct meaning of a word that has multiple meanings.
- Select the correct meaning of a word that has both literal and nonliteral meanings.

Sample Question Stems:

- What does the word ____ mean as it is used in the article?
- What does the phrase “ ____ ” mean as it is used in the article?
- What does the author suggest by the phrase “ _____ ”?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
determines the meaning of basic general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area	determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area	determines the meanings of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area based on implicit textual support	determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area making connections to subtle, sparse textual support
Standard 3 L2.3			
Level 2	Level 3	Level 4	Level 5
identifies words/phrases that create a certain effect	chooses words/phrases for effect	chooses words/phrases for effect and to strengthen the message of the writing	chooses words/phrases that effectively strengthen the message of the writing

Standard 3 L3.4			
Level 2	Level 3	Level 4	Level 5
determines or clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues and basic affixes/roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as sentence-level context clues, affixes, and roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as context clues in the text, affixes, and roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as integration of multiple context clues, affixes, and roots

Standard 3 L3.5			
Level 2	Level 3	Level 4	Level 5
recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps); identifies simple, real-life connections between words and their use (e.g., describe people who are friendly or helpful)	distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	distinguishes the complex literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty	distinguishes the highly complex literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies subtle and complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes nuanced shades of meaning among related words that describe states of mind or degrees of certainty

Craft and Structure

LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Students may be asked to:

- Select text that identifies information that can be located using text features and search tools.
- Select information that can be found from text features and search tools.

Sample Question Stems:

- Which of the following information can be found using the footnotes of the article?
- Select the information in the article that explains _____.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
uses basic text features and search tools (e.g., key words, sidebars) to locate information relevant to a given topic	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	uses text features and search tools to locate and interpret information relevant to a given topic efficiently	uses text features and search tools to locate and explain information relevant to a given topic efficiently

Craft and Structure

LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.

Students may be asked to:

- Identify the author or to identify the point of view of a text.

Sample Question Stem:

- Which of the following correctly states the point of view in the article?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies the point of view of the author of the text	distinguishes his or her own point of view from that of the author of the text	distinguishes multiple points of view within a text using textual evidence	evaluates multiple points of view within a text using textual evidence

Integration of Knowledge

LAFS.3.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).

Also assesses:

LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Students may be asked to:

- Select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text.
- Identify words or phrases from the text that support or exhibit similar effects to the illustration in the text.
- Identify the main idea and supporting details of an audio or multimedia presentation.
- Select all applicable words or phrases that describe what an illustration contributes to the text.
- Select all applicable words or phrases that describe the similarities between an illustration and the words in the text.
- Choose what an illustration contributes to the text.
- Choose the meaning that an illustration has in the text.
- Determine the main idea and/or supporting details of an audio or multimedia presentation.
- Select a correct response to a question about an audio or multimedia presentation.
- **Explain in writing** how an illustration relates to the text.
- **Explain the meaning** of an illustration in the text.
- **Explain the main idea** of and supporting details in a multimedia or audio presentation.

Sample Question Stems:

- Select the words in the text that show what information the illustration provides the reader.
- Which of the following phrases correctly describes what the illustration contributes to the text?
- What is the main idea of the presentation?
- Which detail from the presentation supports the idea that _____?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
uses information gained from illustrations and explicit details within a text to demonstrate understanding of the text	uses 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)	uses information gained from illustrations and the inferences within a text to interpret the meaning of the text	uses information gained from multiple illustrations and inferences within a text to explain the meaning of the text

Integration of Knowledge

LAFS.3.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).

Students may be asked to:

- Select words and phrases from the text to show the connection between different parts of the text.
- Select from several options the connection that exists between different parts of the text and select words or phrases within the text that demonstrate this connection (two part question).

Sample Question Stems:

- Which of the following descriptions explains the relationships between paragraphs 8 and 9 of Article 1?
- Select the sentence in the article that demonstrates a shift between storytelling and factual explanation.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, first/second/third in a sequence)	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	describes the logical connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence)	analyzes connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence)

Integration of Knowledge

LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Students may be asked to:

- Select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details.
- Select words and phrases to identify important points and details in two or more texts and to select a sentence or phrases that characterizes the similarities or differences between them (two part question).
- Identify similarities and differences in the author’s depiction of key ideas and details and select them from a list of phrases or sentences not located in the text.

Sample Question Stem:

- How is the (person in text) in Article 1 different from the (person in text) from article 2?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes the most important points and key details presented in two texts on the same topic	compares and contrasts the most important points and key details presented in two texts on the same topic	compares and contrasts points and details presented in two texts on the same topic and provides textual evidence to support these comparisons	compares and contrasts implied points and details presented in two texts on the same topic and provides textual evidence to support these comparisons

Sample Questions, Task Demands, and Achievement Level Descriptors (3rd Grade)

Reading Literature

Key Ideas and Details

LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Students may be asked to:

- Select words, phrases, or sentences from the text to answer a question.
- Select an inference from the choices and then select words or phrases from the text to support the inference.
- Select multiple details from the text that provide support for the answer to a question.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
answers explicit questions to demonstrate understanding text with minimal reference to the text	answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	answers inferential questions to demonstrate understanding of a complex text, referring explicitly to the text as the basis for answers

Key Ideas and Details

LAFS.3.RL.1.2: 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.

Students may be asked to:

- Drag and drop key details or events into the correct order to recount the text.
- Place key details or events into the correct order to recount the text. Key details or events are placed in a graphic organizer.
- Choose a sequence of events that correctly reflects the passage.

- Select the central idea, lesson, or moral and then identify textual evidence that supports it.
- Select the central idea, lesson, or moral and then select words or phrases from the text to support that choice.

Sample Question Stems:

- Which of the following does the main character do first in the story?
- Place the events from the story in the correct order.
- What is the central idea of the passage?
- One of the lessons of the passage is _____. Select two details from the passage that support this idea.
- Select the central idea of the passage. Then, select a quotation from the passage that supports this idea.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
recounts part of stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral	recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text	fully recounts stories, including fables, folktales, and myths from diverse cultures; determines an implicitly stated central message, lesson, or moral and explains how it is conveyed through details	fully recounts complex stories, including fables, folktales, and myths from diverse cultures; determines an implicitly stated central message, lesson, or moral and explains how it is conveyed integrating details from the text

Key Ideas and Details

LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Students may be asked to:

- Provide details from the text to describe a character and how the character’s actions affect the sequence of events.
- Select the correct descriptions about a character’s traits, motivations, or feelings and then select how the character’s actions affect the sequence of events.

Sample Question Stems:

- Select the sentences in the story that show that the main character is _____.
- The main character is _____ in the passage. Select the sentences that show this feeling.
- How does the main character feel in the paragraph below? Select the sentences that show this feeling.
- How are the _____'s actions affected by the main character's actions?
- Which of the following phrases describes both the main character's behavior and the author's writing?
- Can we tell how the character _____ will respond to the problem in the story? How? What has happened that gives that information?
- Does the character change during the story? Why and How?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes a character (e.g., traits or feelings) in a story and identifies how that character's actions contribute to the sequence of events	describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events	describes characters in a story in detail and how their actions contribute to the sequence of events	analyzes characters in a story using textual evidence to explain how their actions contribute to the sequence of events

Craft and Structure

LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal.

Also assesses: LAFS.3.L.2.3; LAFS.3.L.3.4; LAFS.3.L.3.5

Students may be asked to:

- Select words or phrases from the text that show the meaning of words used in the text.
- Correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word.
- Select the meaning of a word used in the text that has an affix.
- Explain the meaning of a word in the text that has an affix.

- Select the meaning of a word from the text by using a known root word as a clue.
- Explain the meaning of a word from the text by using a known root word as a clue.
- Select the correct meaning of literal and non-literal words and phrases based on the text.
- Select the correct meaning of literal and non-literal words and phrases based on the text and then to select words or phrases from the text to support the meaning.
- Select the correct word from a list of words that are related and then to select words or phrases from the text that support the answer. (distinguish shades of meaning among related words that describe states of mind and degrees of certainty)
- Select the correct word or phrase from a list of words for a desired effect and then to select words or phrases from the text that support the answer.
- Select the correct word from a list of words for a desired effect.

Sample Question Stems:

- What does the word ____ mean in the passage?
- Choose the correct meaning of the word _____ as the author uses it in the passage. Select the words from the passage that help the reader understand what _____ means.
- What does the author mean by the phrase _____? How does the author illustrate this phrase in the passage?
- What does the author suggest by the phrase “_____”?
- Why did the author use this phrase _____ to describe _____? Can you find evidence from the text to prove your answer?
- What other words or phrases did the author use in this story/section that means the same as _____?
- What did the author mean when he/she described the _____ in this way (insert example from text)?
- What example from the text best provides the meaning of _____ as the author intended in this text?
- Why did the author compare _____ to _____? Can you find evidence from the text to support this comparison OR why does this comparison make sense?

Achievement Level Descriptors RL2.4			
Level 2	Level 3	Level 4	Level 5
determines the meaning of basic words and phrases as they are used in a text, identifying literal and nonliteral language	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	determines the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language based on implicit textual support	determines the meaning of unfamiliar words and phrases, distinguishing literal from nonliteral language in a text by making connections to subtle, sparse textual support
Achievement Level Descriptors L2.3a			
Level 2	Level 3	Level 4	Level 5
identifies words/phrases that create a certain effect	chooses words/phrases for effect	chooses words/phrases for effect and to strengthen the message of the writing	chooses words/phrases that effectively strengthen the message of the writing
Achievement Level Descriptors L3.4			
Level 2	Level 3	Level 4	Level 5
determines or clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues and basic affixes/roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as sentence-level context clues, affixes, and roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as context clues in the text, affixes, and roots	determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as integration of multiple context clues, affixes, and roots
Achievement Level Descriptors L3.5			
Level 2	Level 3	Level 4	Level 5
demonstrates basic understanding of word relationships by recognizing the literal and nonliteral use of words and phrases in context (e.g., take steps); recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	demonstrates understanding of word relationships by distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)	demonstrates understanding of complex word relationships by distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty	demonstrates understanding of complex word relationships by explaining the literal and nonliteral meanings of words and phrases in context (e.g., take steps); explains shades of meaning among related words that describe states of mind or degrees of certainty

Craft and Structure

LAFS.3.RL.2.5: 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.

Students may be asked to:

- Select text that demonstrates how events build on each other.
- Select how parts of a text interact with each other.
- Identify a specific part of the text and analyze its impact on the text as a whole.
- Describe in words how parts of text interact with each other.
- Model in a graphic organizer how parts of a text build on earlier sections.

Sample Question Stems:

- What would the reader miss if the ____ were not included?
- In the story, the author uses ____ to share information with the reader. What do the ____ show the reader? (students make an inference about the purpose of a specific part of the text and explain how this part affects the development of the text)

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies how one part builds on an earlier section to support subsequent action while referring to parts of a story, drama, or poem	describes how each successive part builds on earlier sections while referring to parts of stories, dramas, and poems	explains with textual evidence how each successive part builds on earlier sections while referring to parts of stories, dramas, and poems	explains with textual evidence how successive parts build on earlier sections while referring to parts of complex stories, dramas, and poems

Craft and Structure

LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters.

Students may be asked to:

- Identify and evaluate the narrator or a character’s point of view of a text.
- Identify evidence from the text that illustrates the narrator’s or a character’s point of view.
- Identify the narrator of the passage and then select evidence from the text to support the answer.

Sample Question Stems:

- Select the part of the story that is told from the point of view of someone other than the main character.
- From which character’s point of view is the story told?
- How might another character tell the story differently?
- Did the way the author presented the (characters, setting, and problem) affect your ideas? Be specific with words from the story.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies the point of view of the narrator or characters	distinguishes his or her own point of view from that of the narrator or those of the characters	distinguishes multiple points of view within a text using textual evidence	evaluates multiple points of view within a text using textual evidence

Integration of Knowledge

LAFS.3.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).

Also assesses: *LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Students may be asked to:

- Select a correct explanation of what an illustration contributes to the text.
- Select all applicable words or phrases that describe what an illustration contributes to the text.
- **Explain** what elements an illustration adds to a text (e.g., mood, character, and setting).
- **Explain** how the illustration contributes to the words of the text.

Sample Question Stems:

- What does the illustration in the passage tell the reader about the narrator?
- What is the main idea of the presentation?
- Which detail from the presentation supports the idea that ____?
- Select words or phrases from the text that identify the mood of the illustration.
- What is a similarity in the way the pictures are used in both stories?
- What does the illustration on page __ tell us? How does it relate to the story?

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
uses specific aspects of a text's illustrations to understand the text and what is conveyed by the words in a story	explains 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)	interprets how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting	interprets how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting and provides textual support

Integration of Knowledge

LAFS.3.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).

Students may be asked to:

- Select words and phrases from different texts that demonstrate how the author treats themes and patterns of events in the texts.
- **Compare or contrast** the theme, setting, or plot of two texts written by the same author.
- Identify similarities or differences in the author’s depiction of themes, settings, and plot in the texts.

Sample Question Stems:

- How are the plots of both passages similar?
- How are the settings of both stories similar?
- Part A- Choose the sentence that shows a similarity between the themes of each of the two stories. Part B- Choose a phrase from each passage to support your answer in Part A.
- Have we read other stories with the same theme? Explain.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
compares and contrasts setting and plots of stories written by the same author about the same or similar characters (e.g., books from a series)	compares and contrasts 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)	compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters while making inferences to identify support used by the author	compares and contrasts complex themes, settings, and plots of stories written by the same author about the same or similar characters while making inferences, using evidence from the text set