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Common Core State Standards Correlation

Each passage and question in *Critical Thinking: Test-taking Practice for Reading (Grade 3)* meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about these standards, go to <http://www.corestandards.org/> or <http://teachercreated.com/standards>.

Reading: Literature		Page Correlations
Key Ideas and Details		
ELA.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		18-22, 23-26, 44-46, 51-56, 72-74
ELA.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.		18-22, 23-26, 44-46, 51-56
ELA.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.		18-22, 23-26, 44-46, 51-56, 72-74
Craft and Structure		
ELA.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		44-46, 72-74
ELA.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.		44-46
ELA.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		51-56
Range of Reading and Level of Text Complexity		
ELA.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.		all passages
Reading: Informational Text		
Key Ideas and Details		
ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		27-29, 30-33, 34-37, 38-43, 47-50, 57-60, 61-64, 65-68, 69-71, 75-77
ELA.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		27-29, 30-33, 38-43, 75-77
ELA.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		27-29, 34-37, 38-43, 47-50, 57-60, 61-64, 65-68, 69-71, 75-77

Common Core State Standards Correlation (cont.)

Reading: Informational Text <small>(cont.)</small>	
Craft and Structure	Page Correlations
ELA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	30-33, 34-37, 38-43, 47-50, 57-60, 61-64, 65-68
ELA.RI.3.5 Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.	18-22, 27-29, 30-33, 38-43
ELA.RI.3.6 Distinguish their own point of view from that of the author of a text.	30-33
Integration of Knowledge and Ideas	
ELA.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).	30-33, 38-43, 57-60
ELA.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).	30-33, 57-60, 61-64, 69-71, 75-77
Range of Reading and Level of Text Complexity	
ELA.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.	all passages
Reading: Foundational Skills	
Phonics and Word Recognition	
ELA.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	all passages
Fluency	
ELA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	all passages
Language	
Vocabulary Acquisition and Use	
ELA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	30-33, 34-37, 38-43, 57-60, 61-64, 65-68
ELA.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	18-22, 38-43, 44-46, 47-50
ELA.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	18-22, 23-26, 72-74, 75-77

Explicit and Implicit Questions

Reading-comprehension tests primarily ask two types of overarching questions. These questions are either *explicit* or *implicit*.

Explicit Questions

Explicit questions are questions for which there is a literal, easy-to-find answer. These kinds of questions are also called “right there” questions, because students can find the answer stated overtly right there in the text.

- Explicit questions often begin with the words: *who*, *what*, *when*, or *where*.
- Explicit questions fall under the Bloom’s Taxonomy category of *Remembering* (also known as *Knowledge*), requiring students to simply recall or locate information.
- Explicit questions are often the easiest reading-comprehension questions for students to answer.

Remember, to answer an explicit question, look for the answer written *right there* in the text. Locate it and point right to it!



Implicit Questions

Implicit questions are questions that require the reader to read between the lines to identify information that is often not stated literally but is implied by the text.

- Implicit questions require students to draw conclusions and to make deductions and predictions.
- Implicit questions frequently require that students make text-to-self and text-to-world connections.
- Implicit questions fall under the Bloom’s Taxonomy category of *Analyzing and Evaluating*, which requires students to make judgments, compare and contrast, and distinguish between facts and opinions.
- Implicit questions are often extremely challenging for students to answer.

To answer an implicit question, use clues from the story plus your own experience. Implicit questions often begin with the word *why*.



Making Inferences and Drawing Conclusions

Drawing a conclusion based on implied information in a text is a skill that requires practice. In order to draw a reasonable conclusion and answer an inferential question, the reader must identify the unstated or implied information in a text, and then combine it with his or her own experiences and knowledge of the world (prior knowledge).

Use the “Boy in the Pond” activity on pages 7–9 to help students discriminate between implicit and explicit questions.

Explicit and Implicit Questions *(cont.)*

Directions: Look at the cartoon. What do you think is happening in this picture? Answer these questions.

1. Why are the dog and cat pointing at each other?
2. Why is the fish laughing?
3. Why is the bird relaxing in a hammock?
4. Why aren't the fish and the bird pointing at each other or at the cat or the dog?
5. Will the bird or the fish get blamed for what has happened? Why or why not?



Test C**Name:** _____

Directions: Read the passage called “The First Aid Kit.” Then answer questions 1–10.

The First Aid Kit

Have you ever seen a first aid kit? A first aid kit is full of things that you can use in an emergency. An emergency is when a person gets hurt and they are not near a hospital or a doctor. You can use the things in a first aid kit until help arrives.

It is important to know what a first aid kit looks like. A first aid kit can be a large metal box, or it can be made of cloth. A first aid kit usually has a red or white cross on the outside of it. It will also say **First Aid Kit**.



Gloves

A first aid kit will have gloves. The gloves are made from a special material. They are very thin. You throw them away after you use them. Gloves help to protect the person who has been hurt. They also protect the person who is helping. There can be germs on your hands. If a person has a cut, you don't want the germs from your hands to enter the wound. Also, if a person is bleeding, you want to make sure that the blood doesn't touch your hands.

Bandages

A first aid kit will have different kinds of bandages. Bandages are used to cover cuts or scrapes. Some bandages are as simple as Band-Aids®. These are the kind where you peel the back away and then stick it on the skin to cover the wound. There are other bandages called butterfly strips. These are used when a person has a deeper cut that may need stitches. They work like a Band-Aid except they pull the skin together to try to help close the wound.

Soap, Wipes, and Cotton Balls

A first aid kit will have some things you can use to clean a cut or scrape. There may be bar soap. There may also be wipes that are inside of a little package. These wipes have a strong smell. That is because they are soaked in a liquid called *antiseptic*. This helps to kill any germs that may be on the cut. The kit will also have cotton to dab onto the wound to clean up any dirt or blood that may be on it. The wound must be cleaned before it can be covered.

Test C

Name: _____

The First Aid Kit *(cont.)*

Space Blanket

Let's say a person fell into a very cold pond or lake. After they were rescued they would need to be kept warm. A first aid kit has something called a space blanket. This is different from the kind of blanket that you have on your bed. A space blanket looks like it is made from foil. These blankets can keep a person warm, but they are very lightweight. They are called space blankets because they are used by astronauts.

Penlight

A penlight is a tiny flashlight. You may have seen one the last time you went to the doctor. Doctors use penlights to look up your nose or in your ears. A penlight can be used to shine a light into a person's eye. The black circle in the middle of your eye is called the pupil. When a light is shined on the pupil, it gets smaller. Using a penlight can help show how badly a person is hurt. If you shine the penlight on a person's eye and the pupil doesn't change, it can mean they have a serious injury.

Thermometer

A thermometer measures how hot or cold someone is. The normal body temperature is 98.6 degrees. It can be dangerous if your temperature rises too much higher than 98.6. This is why it is important to take a person's temperature when they get hurt. If you know that someone has a fever and is too hot, then you can put ice packs on them. If you know that someone is too cold, then you can wrap them in a space blanket.

These are just a few of the things that are in a first aid kit. Some first aid kits have much more. You should learn how to use everything in a first aid kit. You never know when you may need to help. If you don't know how to use the things in the kit, you might wind up hurting someone without meaning to.

Questions 1–10: Select the best answer.

1. Where might you use a first aid kit?
 - A. in the hospital
 - B. at the doctor's office
 - C. at the mall
 - D. none of these

Test C

Name: _____

The First Aid Kit *(cont.)*

2. How can you tell if something is a first aid kit?
 - A. It will have a cross on the outside.
 - B. It will have a cross on the inside.
 - C. It will be a metal box.
 - D. It will be made of cloth.
3. What do you do with the gloves in a first aid kit after you use them?
 - A. Fold them up and put them back into the first aid kit.
 - B. Turn them inside out and put them back into the first aid kit.
 - C. Give them to the person you have helped.
 - D. Throw them away.
4. How is a butterfly strip different from a Band-Aid?
 - A. It is bigger.
 - B. It pulls the skin together.
 - C. It pulls the skin apart.
 - D. It is only used for burns.
5. What is an antiseptic?
 - A. a type of glove
 - B. something used on burns only
 - C. a liquid that kills germs
 - D. a bar of soap
6. What color would a space blanket most likely be?
 - A. red
 - B. silver
 - C. purple
 - D. pink

Test C

Name: _____

The First Aid Kit *(cont.)*

7. How did the space blanket get its name?
 - A. It is used by astronauts.
 - B. It doesn't take up that much space.
 - C. It is lightweight.
 - D. It was invented by a woman whose last name is Space.
8. What happens when you shine the penlight into the eye of a healthy person?
 - A. The pupil gets larger.
 - B. The eye closes.
 - C. The eye opens.
 - D. The pupil gets smaller.
9. If a person's temperature is 92.8° it means that
 - A. they are too cold.
 - B. they are too hot.
 - C. they are at normal temperature.
 - D. they have just eaten a big lunch.
10. If a person's temperature is 102° you might
 - A. wrap them in a space blanket.
 - B. put ice packs on them.
 - C. place a butterfly strip on them.
 - D. put on gloves so you don't make them any hotter.