Questions at the Corner

Ask, compare, and support a community choice

3.P.1.2.C "Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each question in the passage. Write 1 beside the question about a problem, 2 beside the question comparing changes, and 3 beside the question asking for a choice supported by facts.

The Walk to the Library

1. On Saturday mornings, many neighbors walk to the Oak Street Library. They cross Pine Road near a bus stop. At a community meeting, Mateo said cars sometimes turn while people are waiting to cross. Ms. Lee said the curb is crowded when the bus arrives. A child asked, "What makes this corner hard for people walking to the library?" The group wrote down both concerns.

2. The group talked about two possible changes. A painted crossing could show where people should walk across Pine Road, but paint cannot stop a car. A crossing guard could help people cross when the library is busiest on Saturday mornings. The guard would not be there every hour. Mateo asked, "How would each change help, and when might it not help?" Neighbors used details from the meeting to compare the ideas.

3. Before choosing, the neighbors wanted more facts. They planned to count how many people crossed at different times and watch when cars turned. Ms. Lee asked, "Which change should come first, and what facts would support that choice?" Some neighbors thought a guard might help on Saturdays. Others wanted a crossing people could see all week. The group agreed to share its notes at the next meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is this corner hard for some people to cross? Use two details from the meeting.

2. How might a painted crossing and a crossing guard help in different ways? Include a limit of one idea.

3. Which change would you choose first for Saturday mornings? Support your choice with two details from the passage.

4. Write a new open-ended question about why neighbors disagree on which change to make first. Answer it using both views in the passage.

3 YOUR TURN

Your own words

Choose a shared place other than the library corner that people could improve. Write one open-ended question about why a problem happens and another about which change might help most. Answer both using what you have noticed or what you would need to find out.

ANSWER KEY

Questions at the Corner

GRADE 3 · 3.P.1.2.C

PART 1 · READ AND MARK

Circle each question in the passage. Write 1 beside the question about a problem, 2 beside the question comparing changes, and 3 beside the question asking for a choice supported by facts. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is this corner hard for some people to cross? Use two details from the meeting.	**Cars sometimes turn while people wait to cross, and the curb gets crowded when the bus arrives.**
2	How might a painted crossing and a crossing guard help in different ways? Include a limit of one idea.	**A painted crossing could show where to walk, but it cannot stop a car. A guard could help people cross on busy Saturday mornings, but the guard would not be there every hour.**
3	Which change would you choose first for Saturday mornings? Support your choice with two details from the passage.	**I would choose a crossing guard because the library is busiest on Saturday mornings, and a guard could help people cross then.**
4	Write a new open-ended question about why neighbors disagree on which change to make first. Answer it using both views in the passage.	**Why do some neighbors want a guard while others want a painted crossing? Some think a guard could help on Saturdays, while others want a crossing people could see all week.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Why do students bunch up by the school water fountain after lunch? I notice several classes return from lunch at the same time. Which change might help most? Letting classes leave lunch a few minutes apart might mean fewer students reach the fountain together.

For question 3, accept either change if the student supports it with two relevant passage details. For question 4, accept different open-ended questions if their answers accurately explain both neighbors' views.