

Sample of Reading Comprehension Questions

Students should elaborate in their responses to questions by use details from the text to support their answers.

Reading Literature

- When did the story take place?
- Where did the story take place?
- What is a character trait for the main character in the text? Can you find an example in the text that shows this trait?
- What was the problem/challenge in the story?
- What is a conflict the characters are facing?
- What is the point of view of the different characters? How do you know?
- What is a connection you have to the character's challenge?
- How did the characters respond to their challenge?
- How was the problem solved?
- How is this story similar to another story you have read? How is this story different?

Reading Informational Text

- What is a text feature that helped you while you were reading? How did it help you?
- I want to learn about _____. Can you use the table of contents or index to find this information in the book?
- How did this photograph/diagram/label/caption help you while you were reading?
- What is the main purpose of this text? Can you give details to explain how you know?

Reading Informational Text Continued

- What is the main idea of this paragraph? Can you give details to explain how you know?
 - Point students to the heading to give them a hint if they are stuck when asked to determine the main idea. Often when students struggle with the main idea, they cite a specific detail rather than the “big picture” of the paragraph. Also, the first sentence usually contains the main idea.
- How is this text similar to another text you have read about this topic? How is this text different?

Vocabulary

Compound Words: We have focused on breaking down compound words to determine their meanings (i.e. “Driftwood has the word drift which means to float and wood which is part of a tree. So driftwood means a stick or log that is floating”).

- Can you identify a compound word in your text? How do you know it is a compound word?
- Explain what you think the compound word means by using what you know about the two words that make up the compound word.

Verbs: We identified verbs with a similar meaning. We have discussed how the author's selection of a verb is important to the meaning of a sentence or line of poetry. Students located verbs the author used and identified stronger and weaker verbs with a different shade of meaning. For example, “stomping” and “marching” would be stronger verbs for “walking,” while “tiptoeing” would be a weaker verb.

- What is an interesting verb you found in the text? Can you tell me another verb with a similar meaning?

Vocabulary Continued

Strategies to determine the meaning of unknown words

- *Context clues:* Context clues are clues found in surrounding sentences (and pictures) that can be used to determine what a word might mean. When students predict the meaning of a word using context clues, they can insert their guess into the sentence in place of the unknown word to see if their guess makes sense.
 - Can you use context clues to guess what the word _____ means?
- *Using a Dictionary:* Students were briefly exposed to the use of online and traditional dictionary resources to find the meaning of words. Most students still need support with using guide words.
 - Can you look up the meaning of the word _____ in the dictionary?
- *Using a Glossary:* Students have also been exposed to using a glossary to determine the meaning of specific vocabulary related to the science or social studies content in a text.