



Reading Comprehension Questions



Prior Knowledge/Prediction

Prior Knowledge

- What do you know about _____?
- Have you ever _____? Tell me about the experience.
- Do you know a person who _____? Describe him or her.
- Share something you know about _____?
- How do you feel if _____?
- What would you do if _____? Why?
- Describe something you might do if _____?
- If you were _____, how would you (act, feel, look like, etc.)?
- When you are (angry, frightened, surprised, etc.) what do you do?
- Did you ever feel like _____? What was it like?

Prediction

- Look at the cover of the book. What do you predict it will be about?
- Can this (story, chapter, book). What do you predict it will be about?
- What does the title tell you about the story?
- What do chapter headings tell you about this story?
- Do you think this story will be (funny, sad, interesting, etc.)? What makes you think so?
- What do you think _____ will do next?
- What do you think _____ looks like?
- Where do you think _____ will go?
- How do you think (a character) will (accomplish something in the story)?
- What do you think _____ will do (if, when) _____?
- How do you think _____ will solve _____?
- If (an event happens), what do you think will happen?
- How will (a character) feel if (an event happens)?
- What is the difference between what you thought would happen and what actually happened?
- How did the author make you think that (an event was going to happen) instead of what actually did?

Inference/Drawing Conclusions/Synthesis

Inference

- The author didn't tell us _____, but from what you've read, what do you think about _____?
- When the author says _____, what do we know about _____?
- What does _____ mean when he/she says _____?
- Why did (an event happen/a character do something)? How do you know?
- When does this story take place?
- Why does _____ (do, say, go, have, etc.) _____ in this story?
- If the character _____, what does it tell us about him or her?
- What does the author's description of _____ tell you?
- What do you know from the (sentence, paragraph, story) that the author did not tell you directly?
- What clues tell you _____?
- How will you know if (an event will happen)?

Drawing Conclusions

- How does the character feel about _____? How do you know?
- What did the author mean when _____?
- Do you think _____ was a good idea? Why or why not?
- What is the reason _____?
- Why did _____?
- Can you explain to the part of the story where _____?
- How would you summarize _____?
- What examples prove _____?
- What leads you to believe _____?
- What justifies _____?
- Was it a good decision _____? Why or why not?
- Who is the most important character? Why?

Synthesis

- How would this story be different if _____?
- Retell one event from _____'s point of view.
- Make up another ending to the story that still fits the details.
- Rename this (story, book, chapter). Why is that a fitting title?

Main Idea/Visualize/Evaluation/Nonfiction

Main Idea

- What do we know is most important (on this page, in this chapter, in this book)?
- How do you know _____ is important?
- What is an important detail from this (paragraph, page, chapter, book)?
- What examples can you give to explain _____?
- What facts tell you _____?
- Tell me what you think _____ means.
- How would you compare _____ to _____?
- Interpret the reason the author _____.
- What is this book MOSTLY about?

Visualize

- Can you describe, in your words, what the setting (time and place) might look like?
- Describe the picture you saw in your mind of one of the problems identified in the story.
- Show me the look the character had on his or her face when (an event happened).
- When a person feels _____, how do they look?
- What do you picture in your mind when you read about the description of the (character, object, setting, etc.)?
- Describe a picture you would draw of an action from the story you read.

Evaluation

- Was the main character in this story good or bad? Why?
- Which is better _____ or _____?
- Would you agree that _____?
- What is your opinion of _____?
- Were they right to (action)? Why or why not?
- Compare two characters in the story. Tell which one you think is better and why.

Nonfiction

- What do chapter headings tell you about this story?
- How do the illustrations/photographs help you show what the story might be about?
- What did you learn that you didn't know before?
- What fact(s) did you enjoy learning about most? Why?
- What pictures did you find the most interesting? Why?
- What text features (pictures, diagrams, labels, captions, etc.) helped you understand the reading more clearly? Tell how it helped you.
- What was the most interesting thing you learned?
- What questions do you have after reading this material?
- Was there anything the author didn't tell you that you really wanted to know?
- What do you think is most important about what you just read?
- Was there anything you read that surprised you?

Reading Prompts

Reading Prompts

Reading Prompts

When the student substitutes a wrong word – say:

- Does that make sense? Try it again.
- Does that sound right? Try it again.
- Let's look at this word again. What letter do you see in the beginning?
- Try using this sound to say the word. (Point to the first letter).
- Could this word be (repeat the error)? Why not?
- What else could you try there?
- _____ makes sense, but look at the first letter.
- You've almost got it; try again!

When the student is stuck on a word, encourage the student to...

Use meaning – say:

- Look at the picture to help yourself.
- Does that make sense?
- What word would make sense here?
- Start that sentence again.

- Make a good guess and then go on.
- Use language structure – say:
- Does that sound right? Does it fit?
- Can we say it that way?
- Give the child two possible choices for what the word could be. Talk about which choice is correct and why.
- Check to see if what you said makes sense and looks right.
- It could be _____, but look at _____.

Use visual information– say:

- Read all the words to the tricky word and start it.
- Say more of the word.
- Does that look right to you?
- Get your mouth ready to say it.
- Look at how the word begins. Do you know another word that starts that way?
- If that was _____, what would you expect to see at the beginning? At the end?

When the student is stuck on a word, encourage the student to...

Problem solve independently – say:

- What can you do to help yourself?
- Good readers... (praise the behavior).
- Good readers keep trying – good for you!
- I like the way you noticed that and corrected yourself.

When the student makes a correction – say:

- Were you right?
- I like the way you fixed that.
- How did you know that the word was _____?
- You figured that out yourself!
- Good work for getting that right.
- You got it. Read it again.