Reading Comprehension Questions
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

- 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

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.