

Questions to Ask your Child after Reading



Level 1 - Find It! ~ (straight-forward)

These questions ask you to find information about facts & details, characters, and setting. The answer is **ALWAYS** in the passage!

Ask these types of questions:

- * The story takes place in...
- * What is the ___?
- * When did ___ happen?

Look through the passage until you find the words that give the information you need to answer the question:

Words or phrases that tell:

| | |
|------|-------|
| Who | What |
| When | Where |
| Why | How |

Level 2 - Look Closer! ~ (thinking questions)

These questions have answers that can be found in the passage, but you may have to look in more than one place, reread the passage, OR understand synonyms (words that mean the same thing).

Ask these types of questions:

Identify sequence or steps in a process:

- * After (year), what happened?
- * When can you ___?

Words to look for:

| | |
|----------------|---------|
| On (date) | as |
| before | after |
| first | second |
| then | next |
| soon after | finally |
| not long after | |

Words to look for:

because
since
therefore
so that
if... then
as a result

Identify cause & effect relationships

- * Why did ___ need to ___?
- * What causes ___ to happen?

Compare and contrast

- * How are ___ and ___ alike? How are they different?
- * What do ___ and ___ have in common?

Words to look for:

however, but, on the other hand, different than, different, while, too, both, alike, in common, also, along with, same

Identify stated idea and supporting detail

- * What details in Chapter _ support the main idea that...
- * What sentence in paragraph _ best states the main idea?

Level 3 - Prove It! ~ (challenging)

These questions **DO NOT** have the answers in the passage. You must “read between the lines” to find clues and evidence so that you can come up with an answer.

Ask these types of questions:

Make Inferences

Clues to look for: Picture and/or text clues from a small part of the passage.

- * What can you infer from paragraph __?
- * Which sentence from the story/passage shows you __?

Draw Conclusions:

Clues to look for: Picture and/or text clues from a large part of a passage.

- * From the information in this passage, you can conclude that...
- * In what way is __ important in the text?

Make Predictions:

Clues to look for: Clues that tell what might happen next.

- * What will (character) probably do in the future?
- * What clues/evidence would support the prediction that... ?

Analyze Character:

Clues to look for: What characters say, do, look like, and think.

- * What clues tell you that (character) is __?
- * You can tell that (character) is ...?

Summarize Information:

Clues to look for: Important ideas to the passage.

- * What sentence best completes the summary?
- * Which is the best summary?

Identify UNSTATED main idea:

Clues to look for: Specific details that tell you what the passage is about.

- * This passage is mainly/mostly about __.
- * Paragraph __ is mostly about __.

Use graphic features to interpret information:

- * What can you tell from the diagram in this passage?
- * What does the bar graph tell you?

Clues to look for: Charts, diagrams, maps, photographs, time lines, illustrations, graphs, etc

Level 4 - Take It Apart ~ (more challenging)

These questions **DO NOT** have the answers in the passage. You must think like the author to figure out the answer.

Ask these types of questions:

Evaluate the author's purpose:

- * The author probably included paragraph ___ so that ___.
- * The most likely reason the author wrote this passage was to ___.
- * The author probably included the chart so that ___.

Analyze text structure and organization:

- * The author uses a ___ structure to organize ___. Give an example.
- * What text structure did the author use to organize paragraphs ___ and ___?
- * How does the author organize this passage?

Good readers can look at the text to see how authors organize information. Identifying the structure of the text helps the reader understand and remember what they have read.

Check out the following clues for text structure.

Compare & Contrast: Information that tells how one person, place, thing, or idea is alike or different from another person, place, thing, or idea. Also use the word list from level 2

Sequence or steps in a process: Events that happen in a time order, step-by-step directions. Also use the word list from level 2.

Problem/Solution: Information that tells how a problem begins, gets bigger, and is solved. Also use the word list from level 2.

Cause & Effect: Information that tells how one thing happens (effect) because of something else (cause). Also use the word list from level 2.

Description: Information that tells what something does and/or looks like.

Descriptive words about a person, place, thing, event, idea, etc (size, location, shape, and age). Similes, metaphors, and other language that helps readers see the person, place, thing, or idea in their minds.

Information was taken from **Benchmark Education - Margaret Kilgo**
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