

**Questions for Nonfiction Text**  
**(Articles, biographies, informational books)**

**Basic Level (uses strategies like retelling and summarizing)**

1. Talk about what you learned in this book.
2. What did you find out about \_\_\_\_\_ (e.g., frogs)?
3. Find a picture/caption/diagram on this page. What did it tell you?
4. What is a glossary/table of contents/index for and how does it help you?

**\*\*Your child has to be able to site specifics pertaining to the information that directly comes from the book. (e.g., I looked in the glossary to find what a frog is. ; I wanted to reread about how many types of frogs there are so I looked in the table of contents and found that this information starts on page 9.)**

**More In-depth Level (uses strategies like predicting, determining importance, inferring, questioning, making connections, and synthesizing)**

1. What do you think this book might teach you?
2. What is a \_\_\_\_\_ (e.g., microscope) and why is it important?
3. What was the most important idea in this book? **Or...** What is the big idea in this book and give two supporting details that support this key idea.
4. How did the headings or sections in this book help you as a reader?

**Your child has to be able to site specifics pertaining to the information that directly comes from the book.**

1. How did the author help you to learn about \_\_\_\_\_ (e.g., frogs)?
2. How did the use of descriptive words help you understand more about \_\_\_\_\_ (e.g., frogs)?

## Questions for Fiction Text (stories)

### **Basic Level (uses strategies like retelling and summarizing)**

1. Talk about what happened in this story.
2. Who were the characters in this story?
3. Where/when did this story take place?
4. What was the problem in this story? How was it solved?

When stating the problem your child has to be able to demonstrate their comprehension pertaining to the problem. They should not state the problem as the needed solution. (e.g. an incorrect response would be... The problem is Fred wants everyone to recycle. – The correct problem would be Fred feels we are throwing away a lot of paper. The solution would be to recycle.)

1. Did any of the characters go through a change from beginning to end? How did the character change?
2. What are some character traits of the characters in this story?

Your child has to be able to site specific examples form the story to back up the character traits your child says the character possess.

1. What was some text-to-self, text-to-text, or text-to-world connections you had with the story?

### **More In-depth Level (uses strategies like predicting, determining importance, inferring, questioning, making connections, and synthesizing)**

1. What do you think might happen in this story? Why do you think this? Examples have to come directly from the text.
2. Why do you think the character acted that way? Your child's response has to come from the details in the story.
3. How do you think the character was feeling? Your child's response has to come from the details in the story.
4. What is the theme in this story?
5. Why do you think the author wrote it? Remember all response have to include details from the story.

If students are not able to answer these questions from memory, encourage them to look back in the book to find the answers and then state them in their own words.