

Reading Question Stems

Your child will understand the importance of reading when you show interest and ask them questions about their reading. Here are some sample questions you could ask your child about the books they are reading that closely match questions they may be asked on assessments.

Standard		Sample Question Stems
Word Meaning	The student uses the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	- Based on the sentence/paragraph, what do you think this word means? - Which words from the paragraph helped you understand what this word means?
	The student uses a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (multiple meaning words)	- Look at the word _____ on this page. This word can mean different things. This word can mean _____ or _____. What meaning is used here? - Can you think of another meaning for this word?
Theme and Genre	The student analyzes, makes inferences and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding.	- What type of fiction is this book? (Realistic fiction, fantasy, mystery, science fiction, historical fiction) - What type of non-fiction is this book? (Informational, biography or auto-biography?) - What lesson does _____ learn from the story? - What is the theme/moral/lesson of this book?
Poetry	The student understands, makes inferences and draws conclusions about the structure and elements of poetry and provides evidence from text to support their understanding.	- Which lines in each stanza of the poem rhyme? - What type of poem is this? (Lyrical, free verse, humorous or narrative?) - What is the purpose of the author including these lines in the poem? - What is the speaker's main purpose in the poem? - How does the speaker in the poem feel?
Drama / Plays	The student understands, makes inferences and draws conclusions about the structure and elements of drama and provides evidence from text to support their understanding.	- What can you tell about this character based on this dialogue? - These stage directions help you as a reader by... - How does _____ contribute to the plot of the play/story? Why is _____ important to the story?
Summary	The student summarizes information in text, maintaining meaning and logical order.	- Can you give me a summary of this story/chapter? - **A good summary will tell the important parts of the beginning, middle, and end of the story.**

Fiction	The student understands, makes inferences and draws conclusions about the structure and elements of fiction and provides evidence from text to support their understanding.	- How do you think _____ is feeling when he/she says "_____". Why do you think that? - What is _____ most likely thinking when _____? Why do you think that? - Why does _____ _____?
	The student sequences and summarizes the plot's main events and explains their influence on future events	- Why is it important to the story that _____? - What effect does _____ have on the story? - How would the story be different if _____? - The conflict in the story is resolved when....
	The student describes the interactions of characters including their relationships and the changes they undergo	- How do you know how _____ is feeling? - The conversation between _____ and _____ shows that... - How does _____ change from beginning to end?
	The student identifies whether the speaker of a story is first or third person.	- Who is the narrator of this story? How do you know? - Is this story told by a character in the story or an outside observer? How do you know?
Non-Fiction	The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	- Why do you think the author included this illustration/photograph here? - What part of your book supports the illustration/photograph? - How does this _____ (illustration, photograph, chart) help you as a reader?
	The student summarizes the main idea and supporting details, distinguishes fact from opinion, cause-and-effect, sequence, or comparison; and uses multiple text features to gain an overview of the contents of text and to locate information	- In what section of your book could you find information about _____? - Why did the author include this _____ (subtitle, photograph, caption, information in this paragraph)? - Can you find a fact or opinion in your book? How do you know it's a fact/opinion? - What is this section/paragraph mainly about? - What is the effect of _____? - What causes _____ to happen?
Compare / Contrast	The student makes connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provides textual evidence	- One difference between these two books is that... - One thing that's similar between these two books is that... - What are some similarities or differences between how the authors wrote their books? - How do the speakers/narrators in the two books differ? How are they similar?