

Comprehension Questions & Activities

Dear Families,

This is a list of comprehension questions and activities that can be used with any book! They are great paired with storylineonline.org or any book read aloud to young children, or for older students a book read silently will work as well! These questions can be discussed with your child or you can ask that they use them as a writing response. Both discussion and writing are important skills in building a strong literary foundation!

I have divided this sheet into lower elementary grades (K-2) and upper elementary grades (3-5), but that does not mean that you cannot use questions from either section if you feel that they are appropriate. We must meet children where they are and then build from there.

Firstly, Please note that there are two types of comprehension questions:

-Literal: a question where the answer can be found directly in or from the text.

-Inferential: a question that asks the reader to think critically or make connections to the text.

I have identified each type with an *L* or *I* next to it respectively.

Both of these types of comprehension skills are important, but generally literal comprehension questions are easier than inferential ones. *Please try and use some of each when discussing text with your child or having them write about it.*

Happy reading, and thank you for being a partner in your child's education!

[Comprehension activity links google folder](#)

Reading Tips:

- All students are encouraged by teachers to use the book as a resource. If you child cannot remember the answer to a question encourage them to look back in the text. In addition, if your child is trying to prove a point or use evidence from the text, encourage them to show you where they found that information or what made them think that way about the text.
- Students in grades Y5-1 are still building a foundation of concepts of print so encourage them to show you the following:
 - cover

- where we should start reading
- Illustrations
- where the author and illustrators names can be found and what they do
- the title
- the title page
- page numbers
- which way we turn the pages
- matching each word to their finger; I say “give each word a tap as you say it”
- Students grades 2-5 are learning about more complex text features, you may want to ask them to identify the following and their uses/importance:
 - tables of contents
 - index
 - glossary
 - heading
 - diagram
 - labels
 - chapter titles
 - punctuation
 - items such as italics, capitalization, or bold words
 - bibliography

Questions K-2

- L: tell me the characters in the story
- L: tell me the setting of the story (where and when the story takes place)
- L: What was the problem in the story?
- L: How did the characters solve the problem? Or Did the characters solve the problem?
- I: Which character is the most like you and why?
- I: Would you have solved the problem the same way? What might you have done differently?
- I: Do you think (insert character) did the right thing? Why or why not?
- I: How could the story have ended differently?
- I: What other books or movies does this story remind you of? Can you give me some examples?
- I: Why do you think that the author wrote this book?
- I: What do you think that author was trying to teach us in this story?

Grades 3-5:

- L: Tell me about some of the characters in the story and their character traits. Tell me 3 things about __ character.
- L: Who is/are the main character(s)? How do you know?
- L: How does the setting change throughout the story?
- L: What is/are the conflicts in the story? How is/are the conflicts resolved?
- L: What genre do you think this text is? Please explain with evidence
- L: Please summarize the story from beginning to end
- I: Please tell me how the character changed from the beginning of the story to the end. How did the events of the story change and develop that character?
- I: What do you think the author's purpose was for writing the book?
- I: What do you think the author was trying to teach us with this text?
- I: Tell me about some connections you made to the text personally.
- I: Tell me about some connections you made between the text and what is going on in the world today/historically.