

Sample of Reading Comprehension Questions designed by one of the student's previously taking this class.

I. Passage from Intervention Central: Yellow Triangle 1a:

Whitt, J (2002). Reading center: Fourth grade yellow triangle level 1-6. Retrieved November 2, 2008, from Intervention Central Web site:
http://www.joewitt.org/fourth_grade.htm

Comprehension Questions:

Question: *What are the reasons given that makes the person qualified to be the president?*

Questions: *What was given away to during the campaign?*

Skill : "Locates facts that answer the reader's questions" GA ELA4R1a

Question: *Read me a sentence in the story that is an opinion.*

Question: *Read me a sentence in the story that is a fact.*

Skill : "Distinguishes fact from opinion or fiction" GA ELA4R1h

Question: *What do you think would be a good title for this passage?*

Question: *What is the main idea of this passage?*

Skill: 4. Connects text with prior knowledge: Student can "answers "best title" and main ideas questions accurately" (Howell & Nolet, 2000, p. 207)

Question: *Where do you think this story is taking place and how do you know it is taking place there?*

Question: *Do you think that the person in the passage will win the election and why do you think that?*

Skill: "Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text" GA ELA4R1f

Question: *How does this passage relate to the presidential election now?*

Question: *How does this passage relate to the Mock Election that you did last week?*

Skill: "Relates theme in works of fiction to personal experience" GA ELA4R1a

II. Passage from Intervention Central Yellow Triangle 1b:

Whitt, J (2002). Reading center: Fourth grade yellow triangle level 1-6. Retrieved November 2, 2008, from Intervention Central Web site:
http://www.joewitt.org/fourth_grade.htm

Comprehension Questions:

Question: *What do you think Carl will do when he see who he will be following for career day?*

Question: *What makes you think that Carl will do that?*

Skill: Skill: “Identifies and shows the relevance of foreshadowing clues” GA ELA4R1e

Question: *Where did the event take place?*

Question: *What is the plot of this passage?*

Skill: “ Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed” GA ELA4R1b

Question: *What does Carl do first?*

Question: *Tell me in chronological order what Carl does when he finds out that he is to follow a president of a residential bank?*

Skill: “Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect)” GA ELA4R1d

Question: *What does the word assistant mean in the passage?*

Question: *What does the word scans mean in the passage?*

Skill: Skill: 2. Vocabulary: The student “can define words in the passage” (Howell & Nolet, 2000, p. 209)

Question: *What was the cause of Carl’s excitement in the passage?*

Question: *What was the effect after Carl saw that he was to follow a residential president of a bank around for the day?*

Skill: “Distinguishes cause from effect in context” GA ELA4R1e

III. Passage from Intervention Central Yellow Triangle 1c:

Whitt, J (2002). Reading center: Fourth grade yellow triangle level 1-6. Retrieved November 2, 2008, from Intervention Central Web site:
http://www.joewitt.org/fourth_grade.htm

Comprehension Questions:

Question: *Which sentences tell you that the person's gender is a female?*

Question: *Which sentences let you know what the writer wants to be when they grow up?*

Skill: 1. Monitors meaning: The student “identifies when additional information is needed, or specifically what kind of information is needed to answer questions” (Howell & Nolet, 2000, p. 206)

Question: *What made the author think that she wants to be the president when she grows up?*

Question: *Why did the author write that she wondered if her husband would be called the “First Man”?*

Skill: “Makes perceptive and well-developed connections” GA ELA4R1g

Question: *Which sentence tells the main idea of this passage?*

Question: *Which sentences tell you why the person thinks they will be a good president?*

Skill: 5. Clarifies: The student “is more likely to recall important passage details, not trivial ones” (Howell & Nolet, 2000, p. 208)

Question: *What is the main idea of this passage?*

Question: *What are three supporting details of the main idea?*

Skill: “Summarizes main ideas and supporting details” GA ELA4R1f

Question: *How is this passage similar to the other two passages?*

Question: *How is this passage different from the other two passages?*

Skill: “Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life” GA ELA4R1g

References:

- 4th Grade, ELA Standards, Georgia Department of Education 2008. Retrieved November 2, 2008 from:
<http://public.doe.k12.ga.us/DMGetDocument.aspx/Grade%20Four.pdf?p=6CC6799F8C1371F6E70DFD7C0C0C1AB02D5B16D23C58BF0AEA4AFBC1808A1709&Type=D>
- Howell, K. & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

