

Resource for Parents:

Question stems that you are encouraged to ask your child when they read a book

Levels A & B

Within the Text: Retell

- Tell the things the characters do together.

Beyond and About the Text: Inferencing/Author Craft

- How do the characters feel about each other? How do you know?
- What is the characters' favorite thing to do? How do you know?
- Look at page _____. How does the picture/ illustration show you how the characters feel about each other?
- Do you like any of the things the characters like to do? Which ones? Why?
- What do you think about the ending of the story?

Note:

-Encourage your child to use the pictures to retell what they read about in order.

-At this level, students are to pay close attention to illustrations/pictures. They are to use the illustrations/pictures to make inferences about the characters and setting.

-Students should notice words in *bold print* and *ending punctuation*.

Levels C & D

Within the Text: Retell

- Tell what happens in the story.

Beyond and About the Text: Inferencing/Author Craft

- Tell what the character is like. What makes you think that? (This question is NOT referring to how the character looks like (physical trait). It is about the character's trait. For example, is the character caring, playful or lazy.)
- What does the picture show you about the character?
- How does the character feel at the end of the story? How do you know?
- Have you ever tried to do something like the character in the book? How is what you did like the character in the book?
- Was this a good ending for the story? Why?

Note:

-Encourage your child to use the pictures to retell what they read about in order. In the retell, your child should communicate most of the important events in the story, including the problem, solution, and characters.

-At this level, students are to pay close attention to illustrations/pictures. They are to use the illustrations/pictures to make inferences about the characters and setting.

- Students should notice words in bold print and ending punctuation.

- Students should notice events or clues that are leading to the big idea or lesson of the story.

-Students should be making personal connections to the text and explain how it connects or is the same as the story.

Levels E & F

Within the Text: Summarizing

- Tell the important things that happen in the story.

Beyond and About the Text: Inferencing/Author Craft

- Talk about how the character feels at the beginning of the story and at the end of the story. How do you know?
- What do you think the (name the character) was thinking?
- How does the illustration on page _____ help you predict_____.
- Have you ever felt like the character in the story? How?
- Tell a time when you had to_____. How was it like the story?

Note:

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Levels G, H, I

Within the Text: Summarizing

- Tell the important things that happen in the story.

Beyond and About the Text: Inferencing/Author Craft

- What is the real reason why a character could or couldn't do _____? How do you know that?
- How do you think the character feels about _____? What make you think that?
- How does the character feel at the beginning or end of the story? Why does the character feel that way? Can you show me a page when things change for the character?
- How do you think _____? How do you know?
- Tell about a time you had _____. Was your problem like the character? Why or Why not?
- Tell about a time when you felt like the character. Was your problem solved like the character's? Explain.
- How does the writer or illustrator show what the character is thinking?

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-Students should be making personal connections to the text and explain how it connects or is the same as the story.

****When the question is asking "How does the writer or illustrator show...", students are not to tell what the characters said or did. We are looking to see if students are noticing the craft the author and illustrator is using in the text. For example, the illustrator may have drawn a thinking bubble or a speech bubble showing what the character is saying or thinking. The illustrator may have drawn the characters smiling, hugging or giving a high five to show that the character(s) are happy, excited, friendly. The illustrator could have shown clues in the illustrations. On the other hand, the author may have changed the font in the text to show importance. The author may have written a word in bold print. The author could use different types of writing within the text such as letter writing, writing on a card or writing an email.**

Levels J & K

Within the Text: Summarizing

- Tell the important things that happen in the story.

Beyond and About the Text: Inferencing/Author Craft

- Why do the characters _____?
- How can you tell _____?
- What clues does the writer give to help you guess _____?
- Have you ever been _____? Tell how your experience was like what happens in the book.
- What kind of character is _____? What is he or she like? What makes you think that?
- How are the beginning and ending parts of the story alike? How are they different?
- Look at the picture on page _____. How does the author and the illustrator make this book funny, sad, or interesting?
- Tell about a time when you.....

Note:

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Levels L , M, N

Within the Text: Summarizing

- Tell the important things that happen in the story.

Beyond the Text: Inferring/ Characterization (Traits)/identifying the moral/making connections

- How do you think (character) feels
- How does (character) feel about (character) at the beginning of the story?
- What kind of person do you think (character) is? What evidence from the book helps you know what (character) is like?
- In the end, (character) learns a lesson about _____. What do you think (character) learns?
- What lesson does (Character) learn in the story?
- How does the lesson make you think about what you can do in your life?
- What lesson can you learn from (character) experience?
- What happens that causes (character) to change her feelings about (character)?
- (Character) feelings change several times in the story. How do they change and why? Can you give an example?

About the Text: Author's Craft

- What is the genre of this book? How do you know?
- What do you notice about how the writer tells the story?
- What does the writer do to keep you interested? What else? Show an example. (noticing different kinds of writing)
- Why do you think the writer included the letters that (character) and the author wrote? How do they add to the story?
- How does the writer show how (character) feels about (character)? Give a specific example.

- Do you think what happens in (title of book) could really happen? Why?
- Who is the main character in the story? Why do you think the writer chose to tell it from this character's perspective?

****On these levels, students need to be able to summarize the text. They need to identify the character traits of the main characters and the character's motivation. Students should be able to understand the author's message about life and pay attention to the techniques the author uses to make the book interesting. Students will be asked what genre the book they are reading is. Students need to understand that a genre is a type of book that can be fiction (make believe) or non-fiction (teaching you facts about a topic). For every type of question, students need to be able to explain how do they know.**