

4th Grade- Sample Questions/Prompts

*For each of the questions below, ask students to support their answer with evidence from the text.

Reading Literature Standards:

RL 2: Determine the theme of a story, drama, or poem, from details in the text; summarize the text.

- Tell students that summarizing can help readers monitor, or keep track of how well they understand what they read. Tell students that if they find it difficult to remember the most important ideas, they should go back and reread.
- Explain that a summary retells the main events in a story but does not include every detail.
- What is the theme?
- What do you think the poet's messages are in the poems _____ and _____?
- What does (a character) mean when he/she says _____. How does this relate to the theme?
- Why do you think science fiction writers might portray the future in this way?
- In what way has the author resolved the main conflict, or problem, of this story?
- What lesson do you think the author wants you to learn from _____?
- The author provides clues about what happened (in the story). Use the clues to summarize the story.
- What message do you think the author wants to teach us through their (story, poem, fable, etc.)?
- What happened when (a character) _____? Summarize that part of the story.
- What has (a character) done so far in the story?
- What lesson does this story teach readers about _____?
- Draw students' attention to a graphic organizer. Tell them that that, as they read they can use one like this to keep track of how the theme develops. Example: Characters' thoughts, characters' actions, ways characters' change = theme.
- What lesson has _____ learned at the end of the passage?
- What details in the text support the moral?
- What details from the _(genre)_ help you determine the theme?
- What is the message of "insert selection"?
- What would be a good summary of the story's last page?

RL 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- The author does not directly say how (the character) feels yet we still know. How do you know?
- What was (the character) like in the beginning of the story? How do you know?
- What text evidence or words and phrases tell you about the character?
- What is the setting of this scene?
- What are _____ thoughts, words and actions in the selection?
- Why is the character _____ in the story?
- Use a story map to record important elements of the characters, setting or plot.
- How does the dialogue help you picture the setting of the play?
- What generalizations can you make about _____ in the selection?
- Which story details include the resolution?
- What can you tell about _____ from the paragraph, passage or selection?
- How would you describe (the character's) character?
- Why do you think the author chose the word _____ to describe what _____ said?
- How is _____ way of dealing with _____ different than in the beginning of the story?
- Why is _____ getting so _____?
- How does _____ actions affect the plot?
- Based on the way _____ says _____ what can you tell about her/him?

- Do characters in a story change or stay the same? How has _____ changed in this story?
- How would you describe the character in the story?
- What do you know about the characters at this point in the story?
- What problems do the characters face?
- What is _____ mood at the beginning of the selection?
- What do you know about _____ (the character) ?

RL 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

- What does the word _____ mean on page _____?
- How does the word _____ add to the story?
- What do the context clues tell you about the word _____?
- What is _____?
- What examples of hyperbole can you find in the text?
- What effect do these examples of hyperbole have on the story?
- What clues around the word _____ help you understand the word means?
- How do the words _____ help you understand what _____ thinks about the _____?
- What words does the character use to compare him to _____?
- What does the word _____ mean in the first paragraph?
- Why does the author use the simile _____ to compare _____?
- In which sentence does the author use personification to describe something?
- What does the author mean by _____?
- What details and events in the myth explain the meaning of _____?
- What effect does the use of idioms have on the story?
- What does the poet mean by _____?

RL 5: Explain the major differences between poems, drama, and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g, casts of characters, settings, descriptions, dialogue, stage, directions) when writing or speaking about a text.

- Have students chart the differences between prose biography and the poem.
- What do the _____ have in common?
- Have the students tell how the play is different from a story told in prose.
- How would this selection be different if it were told in prose as a story?
- Tell the students that fictional and information prose is arranged in paragraphs, while plays include scene descriptions, characters' lines, and stage directions.
- How are fictional and informational proses similar?
- How do they differ?
- What does the poet compare _____ to?
- How would the story _____ had been different if it were told in prose?
- How is _____ (character) similar/ or different from characters in other fairy tales?
- What about this story could only happen in fantasy?
- How might an expository text or fable tell this story?
- Identify the elements that tell you this is a poem?
- Explain how repetition creates a rhythmic effect and enhances the emotional impact of the poem.
- Is this poem free verse? What structural elements in this poem helped you make your decision?

- Explain the major differences between poems, dramas, and prose. Use examples from your reading in your explanation.
- What are the structural elements of a story? How do they contribute to the telling of a story or the relaying of a message?
- How do they help the reader understand the story or message?
- What are the structural elements of a poem? How do they contribute to a poem? How do they help the reader understand the poem or its message?
- What are the structural elements of a drama? How do they contribute to the drama? How do they help the reader understand the drama or message?

RL 6: Compare and Contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.

- (Who is telling the story? RL4.1) What point of view is this?
- How would _(title)_ be different if it were told from a first-person point of view?
- How does this stories point of view affect what you know about the story's events?
- What effect does the first-person point of view have on the stories?
- Who is telling the story?
- How does the point of view affect your experience of the story events?
- Which words signal the point of view?
- What is an advantage to the reader of telling a story from the first-person point of view?
- What is the disadvantage to the reader of telling a story from the first-person point of view?
- Is _____ telling the story?
- If _____ isn't telling the story who is? How do you know?
- Why do you think the author tells the story from the third-person point of view?
- Compare the narration of the two stories.
- How are the point s of view in the selection _____ and _____ different?

RL 7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- Have students act out scenes from a play. How did your performance connect to the text?
- How does the illustration support or add to the text?
- What things in the illustration are described in the text?
- How does the illustration reflect the time period in which the play takes place?
- How does the illustration match up with the direction in the text?
- How does the illustration on page _____ help explain what happened _____?
- Look back at the illustrations throughout the selection. How do they add to the story?
- How do the illustrations show _____?
- How does the illustration on page _____ reflect descriptions in the text?
- How do the text and picture show that _____?
- How is reading _____ (a drama) the same and different from viewing the drama? Use examples from each version to support your answer.
- How does watching a play help a reader understand stage directions?
- How is reading _____ (text title) the same and different from viewing a filmed version? Use examples from each version to support your answer.
- How is reading _____ (text title) the same and different from hearing an oral presentation of it? Use examples from each version to support your answer.

RL 9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- How do the details about _____ in __selection 1__ and __selection 2__ differ?
- Compare and contrast the two selections.
- How do the themes differ in each selection?
- What are the similarities of _____ and _____?
- What are the differences between _____ and _____?
- Discuss stories from different cultures that include similar topics, a pattern of three, and/or a quest.
- How are the themes of these two passages similar, and how are they different?
- Explain that the tasks in a quest story are challenging for the characters.
- Compare the characteristics of each quest in both selections.
- Many traditional tales include patterns of repeated events and similar themes. What events repeat in a quest, fable, myth, etc.?
- How does this story remind you of other traditional tales you have read?
- In what way is _____ quest similar to that of _____?

Reading Informational Text Standards:

***For each of the questions below, ask students to support their answer with evidence from the text.**

RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- What details does the author include to support the idea _____?
- What details does the author include to support the main idea?
- What details does the author give to support the statement _____?
- What is the most important idea of page _____?
- What evidence in the text supports the idea _____?
- Tell students that when they summarize a story or information, they restate just the most important events and ideas. They do not include every detail.
- Use graphic organizers to list key details while reading the text.
- How does each heading in the text connect to the main ideas?
- What key details support the main idea?
- What is the main idea of the _____ paragraph? What are the key details to support this?
- What key details support the main idea _____?
- Ask students to summarize events from the first paragraph, selection.
- What is the important idea in the _____ paragraph?
- Tell students that they can determine the main idea and details of small sections of text or a complete text.
- What details support the idea _____?
- Summarize what happened on page _____.
- What have you learned about _____ after reading this selection?
- Why are these details important to know?

RI 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- What idea is the author trying to get across in the _____ paragraphs?
- Why might the author have chosen _____ as the title for this selection?
- Why do you think it took the makers of _____ (an amount of time) to develop _____?
- Reread the list of steps on page _____. Why do you think step ___ says _____?
- Have students place events/information from the text in chronological order as they read.
- What are the effects of _____ in the selection?
- Can you describe the process of _____ using specific information from pages _____?
- How is the process of _____ similar to the process of _____?
- According to the author how did _____ do _____?
- What connection do you see between _____ and _____?
- How do _____ develop?
- Can you describe the process of _____?
- Use those key ideas and details to describe _____.
- How do/does _____ form?

RI 4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

- What does _____ mean in the _____ paragraph on page _____?
- What is a _____?
- How are the words on page _____ related to this text?
- What context clues help you figure the meaning of _____ out?
- What does _____ mean here?
- What does _____ mean? Find clues in the text that help you understand the word.
- The text says _____. What does _____ mean?
- What is the meaning of _____ on page _____? What clues did you use?
- What are the context clues for _____?
- What does the word _____ mean and how is it related to _____?
- Is _____ a domain specific vocabulary word?
- What is _____?
- How do the context clues and the illustrations help you know what _____ means?
- What clues in the text around the word _____ help you understand the meaning?
- The author uses the word _____ to describe _____. What does he/she mean?
- In the selection it says the phrase _____. What does that mean?

RI 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

- What is the overall structure of the text _____?
- What events does this historical article describe?
- What structure did the author choose to use to organize this article?
- How is the text organized (sequentially, by cause and effect relationships, or by topics with main ideas and key details)?
- How does the author structure this section of the article?
- What are some words and phrases that show the structure of this article?
- What events lead _____ to _____?
- How has the author structured the text to tell this selection?
- How is this part of the selection organized?

- How does the author organize the description of _____ in the text?
- Which event occurred first in the sequence?
- What is the first important thing that happened to _____?
- Which details from before and after _____ help show the contrast?
- Why are the headings different?
- What words or phrases give clues to time sequence?

RI 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- How is the focus of the two articles and the information presented in them alike and how are they different?
- Is this a firsthand account or a secondhand account? How can you tell?
- How is this selection different than the other selection?
- Explain how the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use examples from both accounts in your answer.
- Describe the differences in focus and in the information provided between the firsthand and secondhand accounts of the launching of the space shuttle. Use examples from both texts in your explanation.
- Explain why the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use details from both accounts in your answer.
- Explain why the firsthand and secondhand accounts of the launching of the space shuttle have a different focus and present different information. Use details from both texts in your explanation.

RI 7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- What are the different text and graphic features on this page?
- Are there any labels in the diagram? What do they tell you?
- What information can you get from the captions?
- What do the symbols mean in the diagram?
- What does the diagram on page ____ show you?
- How does the information in the graphic contribute to your understanding of the text?
- What information can you gain from the bar graph on page _____?
- What does the bar graph represent?
- How does the information in the bar graph contribute to your understanding of the text?
- How does the timeline contribute to your understanding of the events?
- What do the two different views of _____ add to your understanding?
- What does the global map on page ____ show about _____?
- How does the illustration on page _____ match the text?
- How does the illustration on page _____ connect to _____?
- What is the purpose of the timeline on page _____?
- Which caption tells _____?
- How do the illustrations on page _____ help clarify _____?
- How does the information in the pie chart contribute to your understanding of the selection?
- How do the photographs on page _____ support what the author says about _____?

RI 8: Explain how the author uses reasons and evidence to support particular points in a text.

- What reasons does the author give to support the statement _____?
- What evidence does the author provide that _____?
- What examples does the author use to support _____?
- What is another purpose the author may have had for writing about this topic?
- What evidence does the author provide to support the idea that _____?
- What message is the author trying to send about _____ on this page?
- Is there enough evidence in the text to support the author's argument? Why or why not?
- What evidence does the author present in this article to support the statement _____?
- What reasons and evidence does the author provide to support the point?
- How does the author support the idea that _____? Use examples from the article to support your answer.
- Do the reasons and evidence provided in the article support the points the author is making? Why or why not?
- Which reasons and evidence does the author use to support the points he/she makes about _____? How do these reasons and evidence help the reader understand the points the author makes?

RI 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.

- What do the details of text 1 and text 2 reveal about _____ (topic) _____?
- Given the information presented in two texts, explain why(exercise is the key to good health).
- Given the information presented in two texts, explain the causes of (the American Revolution).