



## 3 Types of Questions Found on Reading Assessments

### 1. Literal Questions

Literal questions require students to locate information that is explicitly stated in the text. The information might be stated in one place in the text or the reader might have to scan a larger amount of text and select details from a number of sentences, paragraphs and/or chapters.

### 2. Inferential/Interpretive Questions

Inferential and interpretive questions deal with information that is implied in the text. Readers must apply their own knowledge to information in the text to create understanding. It is often thought of as "filling in the gaps" between what is stated and what can be understood. Readers are often required to use these inferences to form an understanding of concepts such as cause/effect, problem/solution and main idea.

### 3. Evaluative Questions

Evaluative questions require readers to form opinions and make critical judgments about authors, texts and ideas. Responses often involve integrating information/ideas in the text with the reader's background knowledge, beliefs and experiences to shape understanding about key ideas such as the author's intent or the text's overall themes. Some responses rely predominantly on the reader's personal ideas which may or may not be dependent on the reading of the text.

## Reading Comprehension Strategies

Good readers use a variety of strategies to get meaning from texts. Most importantly, they "think about their thinking" while reading and monitor their understanding of text, recognize when comprehension breaks down and apply appropriate strategies to restore and/or enhance understanding. They may be applied *before*, *during* and/or *after* reading.

### 1) Self-Monitoring of Comprehension and Employing "Fix-up" Strategies

Proficient readers are constantly aware of their comprehension and recognize when and why problems occur. They keep their purpose in mind and are able to apply appropriate "fix-up" strategies to achieve their goal for reading. Comprehension problems can occur for a variety of reasons and so students might determine that a word needs to be corrected, a sentence needs to be reread, or a large passage of text needs to be summarized in order to restore comprehension.

Readers

- are aware of purpose for reading
- are aware of adequacy of understanding
- know where a comprehension problem occurs (at word level/sentence level/text level)
- know which strategy/strategies to use to solve comprehension problems or enhance understanding



## 2) Making Connections

Proficient readers know what they "expect to find" in texts based on knowledge of the topic and text form. As they are reading, they constantly weigh new information with their previous knowledge. Based on these connections, they make predictions about "what is coming next" and generate questions for which they seek answers.

Readers

- use prior knowledge to make connections with information in the text
- seek connections based on personal experience (text-self), encounters with other texts (text-text) and general knowledge (text-world)
- use connections to assimilate new information, to make predictions and to generate questions

## 3) Creating Sensory Images/Visualizing

Effective readers create images in their mind that help them better understand the text. Creating images helps readers fill in the gap between what is stated and what is implied. Visualizing helps readers better understand ideas such as comparisons (e.g., *A blue whale is as long as two classrooms*) and sequencing (e.g., *First he went to the corner store and then he went to the bus stop*). Sensory images personalize reading and keep readers engaged. Visualizing may be thought of as a form of inferring with images, instead of words.



Readers

- use prior knowledge and information in the text to create images arising from sensory and emotional experiences
- use images to better understand information in text

## 4) Inferring

Proficient readers use information from the text and their own prior knowledge and experiences to create meaning not explicitly stated in the text. Inferences are often required for making predictions, drawing conclusions and interpreting a character's actions.

Readers

- use prior knowledge and information from the text to go beyond literal understanding
- use inferences to interpret text (e.g., make predictions, draw conclusions, make judgments)

## 5) Determining Importance of Ideas

Readers are faced with a large amount of information in texts and must decide where and when to focus attention. Their decisions are closely related to forms of text and their purposes for reading (i.e., *Am I skimming for information? Am I reading for pleasure?*). As readers encounter information, they must determine important words, key sentences and overall main ideas and sift out nonessential information. A reader's ability to make these decisions relies on knowledge of text structure and text features. For example, readers do not have to pay close attention to all details in a narrative but might be required to locate specific details in nonfiction text.

Readers

- are aware of the purpose for reading
- are aware of significant information at word/sentence/text level
- distinguish important information from unimportant information

- use text structure and text features to locate information and determine importance
- recognize main ideas and necessary supporting details

## 6) Asking Questions and Seeking Answers

Proficient readers ask questions of themselves, authors and texts. Questions help engage the reader with texts as they seek information, confirm speculations and clarify understanding. Readers must recognize that some questions require locating specific details while others require understanding implied information; still other questions may not be answered in the text.

Readers

- ask questions before, during and after reading
- form questions based on purpose for reading
- form questions based on connections made with information in text
- recognize that answers to questions may or may not be in the text

## 7) Retelling, Summarizing, Synthesizing

In order to retell, summarize or synthesize, readers must condense a large amount of information into a meaningful unit. Retells and summaries require sifting important ideas from text, inferring relationships between ideas and relating a brief account. Synthesis requires analyzing these important ideas (parts) and reforming them into a cohesive whole, often with new understandings for the reader. Synthesis is required when a reader asks - *What does this information mean to me?*

Readers

- retell key components
- identify main idea(s)
- relate "gist" of text, rather than full account of events/ideas
- analyze the components of a text to make decisions about overall themes/ideas
- integrate key information/ideas in a text with prior knowledge to form new understanding, opinions and/or perspectives

## 8) Critiquing/Evaluating

Effective readers are able to evaluate texts and make decisions regarding usefulness, effectiveness and truthfulness of texts. They form personal preferences and opinions and are able to confirm or alter beliefs based on their reading.

Readers

- critique appropriateness of text for reader's purpose and interest
- identify author's perspective and intent
- evaluate author's craft and effectiveness
- identify stereotypes and bias
- form personal opinions about ideas in text



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