



NORTHERN  
ADELAIDE  
REGION

## COMPREHENSION QUESTION CARDS

- 📖 WHO WHAT WHEN WHERE WHY  
WHICH HOW question cards
- 📖 SIX THINKING HATS question cards
- 📖 BLOOM'S TAXONOMY question cards
- 📖 SIX THINKING HATS question cards
- 📖 COMPREHENSION STRATEGY question cards
- 📖 RIGHT THERE, AUTHOR & YOU, THINK  
& SEARCH, ON MY OWN question cards
- 📖 BEFORE, DURING, AFTER question cards

# Who



# How



# What



# When



# Where



# Why



# Which



## Question Cards



These cards can be used  
by students to generate  
questions about a text



## You choose

**What are the facts?**



**What are the problems?**



**What are the feelings?**



**What are the new ideas?**



**What are the positives?**



**What are the next steps?**



# Remember



- define
- identify
- list
- name
- find in the text
- recall

# Understand



- compare
- contrast
- conclude
- predict
- explain
- retell (own words)

# Apply



- demonstrate
- provide examples
- apply
- text - self - world connections

# Analyse



- classify
- categorise
- analyse
- relate
- text to text connections

# Evaluate



- rank
- assess
- recommend
- convince
- judge
- conclude

# Create



- combine
- integrate
- modify
- substitute
- generalise
- compose

Knowledge / Remember	What	Recall	Application / Apply	Apply	Construct	Evaluation / Evaluate	What is	Which would
	When	Reorganise		Develop	Solve		Choose	you consider
Comprehension / Understand	Who	Show	Test	Show your	Evaluate	Defend	Check	
	Define	State	Consider	work	Decide	Check	What is most	
Comprehension / Understand	Distinguish	Write	Build	Tell us	Judge	What is most	appropriate	
	Identify	Which	Plan	Demonstrate	Check the	Indicate		
Comprehension / Understand	List	Indicate	Choose	Indicate	Select			
	Name	Tell How	How would	Check out				
Comprehension / Understand	Compare	Extrapolate	Analysis / Analyse	Analysis	Relate	Synthesise / Create	Write	Suggest
	Conclude	Rephrase		Categorize	Explain		Think of a way	How
Comprehension / Understand	Contrast	Inform	Describe	What	Create	Develop	Make up	
	Demonstrate	What	Classify	assumption	Propose a plan	Make up	What	
Comprehension / Understand	Predict	Fill In	Compare	What do you	Put together	What	conclusion	
	Reorder	Give an	Discriminate		Plan	What major	hypothesis	
Comprehension / Understand	Which	example of	Distinguish		Formulate a			
	Distinguish	Hypothesise	Recognize		solution			
Comprehension / Understand	Estimate	Illustrate	Support your		Synthesize			
	Explain	Relate	Indicate the		Derive			
Comprehension / Understand	Extend	Tell in your			What would be			
		own words						



**Think aloud** – what are you thinking as you read the text?  
What does it mean to you?  
What is it about?  
What don't you understand?



**Using schema** – does it remind you of anything you already know about?  
What do you understand now that you didn't know before?



**Narrative Text**

**Inferring** – what do you think is going to happen?  
What helped you make that prediction?



**Expository Text**

**Inferring** – what do you think the author wants you to know?  
What did the author mean by...?  
Why do you think that?



**Asking questions** – What questions do you have now?  
What do you do when a question comes into your head whilst you are reading?



**Determining Importance** – are there some parts of this text that are more important than others?  
What clues helped you decide?



**Making Connections** – can you make any connections to your own life?

***Text to Self Connections***



**Making Connections** – does the text remind you of another text? Have you read a similar story or information?

***Text to Text Connections***



**Making Connections** – Does the text have the same structure and features as another text you know?

***Text to Text Connections***



**Making Connections** – does the text remind you of anything from the real world?

***Text to World Connections***



**Summarising** – How could you summarise this text using a graphic organiser or key words or a diagram?



**Synthesising** – How has this text added to your knowledge? What do you know now? What do you still wonder about?



## Right There:

The words used to create the question and the answer are in the same sentence

- 📖 What did ...
- 📖 Who did ...
- 📖 How many ...
- 📖 What was ... Who are ...
- 📖 Define ...
- 📖 What does ... mean
- 📖 What kind ...

**You can directly point to the answer in the text**



## Think & Search:

The answer is found in different parts of the text. Words to create the question and answer are not in the same sentence.

- 📖 How do you ...
- 📖 What ...
- 📖 What happened to ...
- 📖 What happened before / after ...
- 📖 How many times ...
- 📖 What examples ...
- 📖 Where did ...

**You must search in different parts of the text for the answer**



## Author and You:

The answer is in the text and in your head. Think about what you already know and what the author is saying

- 📖 What is the author saying?
- 📖 What do I already know?
- 📖 How does the information fit together?
- 📖 How can I synthesise my own understanding and the author's message to answer the question?

**You must think about what you already know about the topic and what the author is saying to answer the question**



## On my own:

The answer is not in the text. Tell what you think.

- 📖 Have you ever ...
- 📖 If you could ...
- 📖 If you were going to ...
- 📖 In your opinion ...
- 📖 Do you agree with \_\_\_\_\_ Why?
- 📖 Do you know anyone who ...
- 📖 How do you feel about ...

**You must think about what you already know about the topic to answer the question**

## Before Reading

# 1



What clues does the title give about the text? Explain

Is it a fiction or non-fiction text? How do you know?

## Before Reading

# 2



What do you think the text is about? Explain

Do you know anything about the topic / story already?

## Before Reading

# 3



What predictions can you make about this text? What questions?

Flip through the text – what else can you add now?

## Before Reading

# 4



What clues does the cover give about the text? Explain

What text type is it? How do you know?

## Before Reading

# 5



Do you know another text by the same author?

What might be similar about this text?

## Before Reading

# 6



What vocabulary might you expect to read in this text?

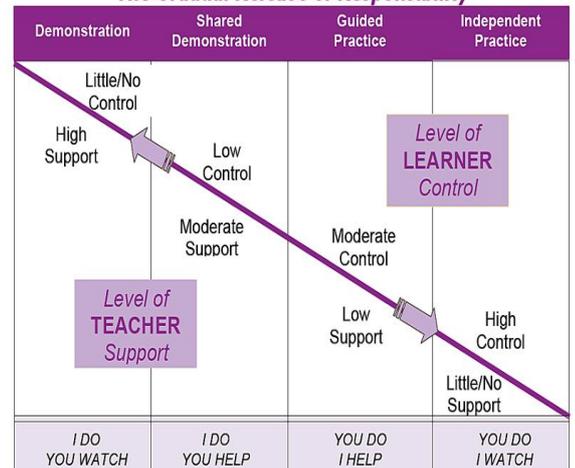
Predict ten words that you might encounter.

## Before Reading Cards: Instructions



These cards can be used by teachers to **model questioning** of a text before reading. Think aloud techniques should be used – teachers articulating their thinking as they answer the questions on the cards. Next students and teacher formulate answers to the questions together during **shared demonstration** and **guided practice**. Teachers encourage students to think-aloud and justify their responses. When ready, students can use these cards **independently** within teams or individually

### The Optimal Learning Model The Gradual Release of Responsibility



Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)

## During Reading

1



Were your predictions from the title and cover correct?

Is it a fiction or non-fiction text? How do you know?

## During Reading

2



From what you have read so far what is the text about?

Can you summarise the main points so far?

## During Reading

3



How do the initial predictions link to what you are reading now? Have any questions been answered? Are there any surprises?

## During Reading

4



What text type is it? How do you know?  
What structure, features and signal words can be seen so far?

## During Reading

5



Is the text similar to another you have read?  
Are any pictures, diagrams and visual features similar?  
Is the information similar?

## During Reading

6



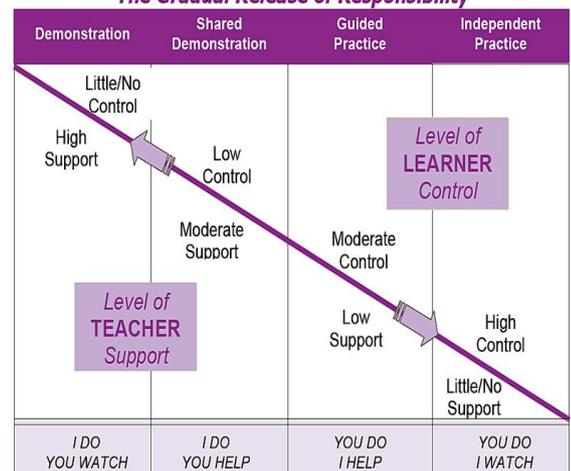
What predicted vocabulary have you come across? Are there any words you are not sure of? Can you read on to make sense of it?.

## During Reading Cards: Instructions



These cards can be used by teachers to **model questioning** of a text during reading. Think aloud techniques should be used – teachers articulating their thinking as they answer the questions on the cards. Next students and teacher formulate answers to the questions together during **shared demonstration** and **guided practice**. Teachers encourage students to think-aloud and justify their responses. When ready, students can use these cards **independently** within teams or individually

### The Optimal Learning Model The Gradual Release of Responsibility



Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)

## After Reading

1



What predictions were confirmed?

Is it a fiction or non-fiction text? How do you know?

## After Reading

2



What was the text mainly about? Can you summarise the text in a few key words, phrases or sentences?

## After Reading

3



How do the initial predictions link to what you have read? Have any questions been answered? Were there any surprises?

## After Reading

4



What text type is it? How do you know?  
What structure, features and signal words can be seen?

## After Reading

5



What conclusions can you draw from the text? How did the visual information help you? How did it connect with the words?

## After Reading

6



What vocabulary have you learned by reading this text? What is confusing? What strategies did you use to understand unfamiliar words?

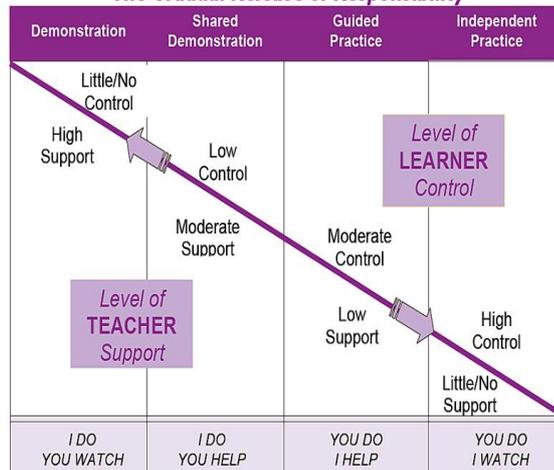
## After Reading Cards: Instructions



These cards can be used by teachers to **model questioning** of a text after reading. Think aloud techniques should be used – teachers articulating their thinking as they answer the questions on the cards. Next students and teacher formulate answers to the questions together during **shared demonstration** and **guided practice**. Teachers encourage students to think-aloud and justify their responses. When ready, students can use these cards **independently** within teams or individually

### The Optimal Learning Model

#### The Gradual Release of Responsibility



Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)