

# Amplify.

## Guidance for Developing Oral Comprehension Questions when Conducting Progress Monitoring with TRC

Progress monitoring is conducted with the mCLASS®:Reading 3D™ Text Reading and Comprehension (TRC) assessment to help teachers make important decisions about the literacy instruction students need to achieve the rigorous expectations set forth in college and career ready standards.

The table below provides guidance for teachers as they develop oral comprehension questions to accompany their progress monitoring books. The table lists some of the critical reading behaviors students should display by the end of each grade (kindergarten through grade 6) and some example formats for literal and inferential comprehension questions that can be applied to any book set used for progress monitoring purposes.

This list of sample questions is not intended to be exhaustive; it is meant to provide suggestions for the types of questions to ask. Use these question stems as a guide for assessing the listed reading behaviors as well other critical reading behaviors not listed here.<sup>1</sup>

Grade	Selected Expected Reading Behaviors According to College and Career Ready Standards for ELA	Sample Questions
K	Ask and answer questions about a text's key details, characters, setting, and main events with prompting and support	Why does [the main character] [complete an action explicitly stated in the text]? (Literal)
	Describe the relationships between illustrations and text with prompting and support	Look at the picture on page [X]. What is happening in the picture? (Inference)
	Identify characters, settings, and major events and connections between them with prompting and support	What happens after [an event explicitly stated in the text]? (Literal)

<sup>1</sup> For further information, on expectations by grade level, see the mCLASS®:Reading 3D™ Expected Reading Behaviors by Grade Level and Text Level in the Amplify Atlas Research Brief.

Grade	Selected Expected Reading Behaviors According to College and Career Ready Standards for ELA	Sample Questions
1	<p>Ask and answer questions about a text’s key details, central message, characters, setting, and main events</p> <p>Describe characters, settings, and major events in a story and connections between them, using text and illustrations</p> <p>Compare and contrast experiences of characters in stories</p> <p>Identify words that suggest feelings or appeal to the senses</p>	<p>Turn to page [X]. Why does [action displayed in the illustration]? Explain your response using information from the book. (Literal OR Inference)</p> <p>How is [character 1] different from [character 2]? (Literal OR Inference)</p> <p>Turn to page [X]. What words does [character] say that let you know he felt [feeling] about [event in the story]? (Inference)</p>
2	<p>Ask and answer questions about a text’s key details, central message, main topic, characters, and/or sequence of events or concepts</p> <p>Describe connections between events, concepts, or steps</p> <p>Describe characters and how they respond to events</p> <p>Use illustrations to understand a text’s characters, setting, and plot</p>	<p>How is the problem in this story solved? (Inference)</p> <p>How does [the character] feel about [detail, setting, event, etc.] at the beginning of the story? How does [the character] feel about [same detail, setting, event, etc.] at the end? (Literal OR Inference)</p> <p>Look at page [X]. How does the diagram help you understand [detail, main topic, character, concept, step]? (Literal OR Inference)</p>
3	<p>Refer explicitly to text to answer questions about its key ideas, details, central message, characters, and/or sequence of events or concepts</p> <p>Describe characters and how their actions contribute to events in the story</p> <p>Describe relationships between a series of events or steps in a procedure from the text</p> <p>Determine the meaning of grade-appropriate academic words and phrases within text</p>	<p>What is [key detail from the text]? Where did you find the answer? (Literal)</p> <p>Why do [the characters] [complete an action] at the end of the story? (Inference)</p> <p>Turn to page [X]. What would be a good heading for these paragraphs? (Inference)</p> <p>Turn to page [X]. What does the phrase [important phrase from text] mean? (Inference)</p>

Grade	Selected Expected Reading Behaviors According to College and Career Ready Standards for ELA	Sample Questions
4	<p>Refer to details and examples when explaining what the text says explicitly and when drawing inferences</p> <p>Summarize a text, determine the theme or main idea, and explain how key details support it</p> <p>Describe the overall structure of a text</p> <p>Interpret information presented visually within the text and explain how it contributes to understanding</p>	<p>How are the events in chapters [X] and [X] related? (Inference)</p> <p>What do you think the author wants you to think about [key concept, theme, or main idea] from the story? (Inference)</p> <p>How do the headings help organize information from the book? (Inference)</p> <p>Based on the diagram, what is [key concept explicitly stated in the diagram]? (Literal)</p>
5	<p>Quote the text accurately when explaining what the text says explicitly and when drawing inferences</p> <p>Compare and contrast two or more characters, settings, events, ideas or concepts in a text using specific details</p> <p>Determine the meaning of grade-appropriate academic words and phrases within text including figurative language</p> <p>Explain how an author uses evidence to support points in a text</p>	<p>What evidence does the author give to explain [key concept from the book]? (Literal OR Inference)</p> <p>How might the story be different if it were told from the point of [character 1] instead of [character 2]? (Inference)</p> <p>What does the author mean when he says [academic phrase from the text]? (Inference)</p> <p>According to the book, why did [key event from the book]? (Literal)</p>
6	<p>Describe how a text’s plot unfolds, how characters respond, and how the text introduces and elaborates key individual, events, or ideas</p> <p>Determine the meaning of grade-appropriate academic words and phrases within text including figurative, connotative, and technical meanings</p> <p>Analyze how a particular portion of a text fits into the overall structure</p> <p>Integrate information presented in different formats and words to develop a coherent understanding of a topic</p>	<p>How does the author show that [key event or detail from the story]? (Inference)</p> <p>Turn to page [X]. What does the word [academic word] mean? How can you tell? (Inference)</p> <p>What happens to bring the story to a close? (Literal)</p> <p>Turn to page [X]. Use the caption and text to describe what the diagram shows. (Inference)</p>