

# Reading Comprehension Worksheet: Details & Examples

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Read the short story and answer each question.



## The Window Seat

Nico always chose the window seat. Whether it was the bus ride to school or the plane to his aunt's house, he wanted to see the world move by outside, even if no one else noticed it.

But this train ride felt different.

His mom sat quietly beside him, her fingers twisting a bracelet Nico hadn't seen before. He didn't ask where they were going, though he'd overheard enough to guess: somewhere new. Somewhere quieter. Somewhere away from the shouting, the slammed doors, and the long silences that followed.

As the train moved through hills and towns Nico didn't recognize, he traced a finger along the fogged glass. A hawk flew beside the train for a few seconds, then veered away.

"Did you see that?" he asked, finally breaking the silence.

His mom nodded. "Sometimes it helps to look outside," she said. Her voice was soft, not tired like before.

Nico didn't say anything else. He just watched. Watched as the trees blurred into streaks of green, as old buildings flickered by, and as their reflections danced in the window glass—him and his mom, side by side, a little quiet, a little hopeful.

For the first time in a long while, the window showed more than where they were going. It showed what they might find when they got there.



Name: \_\_\_\_\_

## The Window Seat

1. What can you infer about why Nico and his mom are on this trip?

- A. They are leaving a difficult situation to start fresh somewhere new.
- B. They are going on a vacation to visit family.
- C. Nico is going to a summer camp.
- D. His mom is taking him on a surprise shopping trip.

2. What is the symbolic meaning of the window in the story?

- A. It represents new perspective and the hope of change.
- B. It's only there so Nico can watch birds.
- C. It reminds Nico of his favorite game.
- D. It blocks him from seeing what's behind the train.

3. Fill in the blank:

Nico often chose the \_\_\_\_\_ seat so he could see the world pass by.

4. What details from the story help you infer that Nico and his mom have been through something difficult?

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5. How does the author use the train ride and the window to show that Nico's feelings are starting to change?

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# Parent and Teacher Guide

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**Guide Reading Level:** s

**Lexile Level:** 850L-1000L

**Grade Level:** 4th Grade, End of the Year

**Genre:** Realistic Fiction

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## Introducing the Text

"Today we'll read a story about a boy named Nico and a quiet train ride with his mom. As we read, we'll use clues in the text—like dialogue, setting, and body language—to make inferences about what the characters are feeling and what's going on beneath the surface."

**Vocabulary:** fogged, flickered, silences, reflections, perspective

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## Before Reading Discussion Questions

1. Why do authors sometimes let readers figure things out without saying them directly?
  2. Have you ever looked out a window and thought about your life or feelings?
  3. What does a train journey usually represent in a story?
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## During Reading Discussion Questions

1. How does Nico act at the start of the train ride?
  2. What do his thoughts and questions tell us about his emotions?
  3. How does his mom's quiet response help change the mood?
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## After Reading Discussion Questions

1. What can we infer about the reason they are leaving?
  2. How does the author use the setting (train, window, reflections) to show emotional change?
  3. What does the ending suggest about what might come next for Nico and his mom?
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## Activity Idea

Invite students to create a symbolic "window scene" from Nico's point of view. They should draw or collage what he sees through the glass—real or imagined—then write a paragraph explaining how it connects to the emotions in the story and what it might say about new beginnings.

