

Guided Reading: Good Readers Statements

Decoding: My kid's doing _____. What do I do?!

If a student...	Good Readers Strategy focus for lesson	Prompts
Says the first letter sound and guesses at the rest	Good readers read to the end of the word	Look at the end Does that match what you said?
Replaces sight words with other sight words	Good readers read the exact words on the page	It could be _____, but look at _____
Skips words or adds in words	Good readers point and say a word for each word on the page	Did you read every word? Go back and reread
Says the wrong beginning sound	Good readers get their mouth ready to make the sound at the beginning of the word	Does that look right?
Reads words that don't make sense in the text	Good readers re-read and think about if it makes sense	You said _____ Does that make sense?
Doesn't read endings of words	Good readers read to the end of the word	Look at the end Does that match what you said?
Is overwhelmed by longer words and reads nonsense sounds	Good readers look for parts, or chunks, they know	Find a chunk/piece you know
Replaces vowel sounds	Good readers check their vowels	What's the vowel? What's the sound?
Reads words that don't fit in the syntax/structure of the sentence	Good readers whisper-read and listen to see if it makes sense	You said _____ Does that sound right?
Reads each letter sound and doesn't blend sounds into digraphs/blends	Good readers use vowel teams/blends to read words	Blend your sounds together to make a blend/digraph
Reads each set of sounds and doesn't blend sounds into words	Good readers put sounds together to make words	Blend your sounds together to make word
Reads the same vowel sound every time (a is always long a, etc)	Good readers try different vowel sounds if it doesn't make sense	What's the vowel? What other sound can you try? or Flip the vowel sound

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Comprehension: My kid's doing _____. What do I do?!

If a student struggles with ...	Good Readers Strategy focus for lesson
Main idea/determining importance	Good Readers stop and think about what is important They identify three-four important words/ideas in each paragraph Look for repeated ideas
Retelling/Summarizing	Good Readers stop and think about what is important They identify who did what and use it to retell/ summarize beginning, middle, and end
Recognizing text structure	Good Readers notice patterns in the text. They look for clue words to identify how the author organized information.
Visualizing	Good Readers use information from the text (and only from the text) to create a picture of the text
Monitor Comprehension	Good Readers stop and visualize to see if they understand the text. If you don't, reread for details to picture in your mind
Identifying a Theme	Good Readers know that authors often want us to learn a lesson Look at how the characters solved a problem What positive word would state what the characters learned?
Making character inferences	Good Readers look for evidence about characters They notice what the character says, does, and what others say about him/her
Make reasonable predictions about a character's next actions	Good Readers use evidence about the character to make predictions Look at what lesson the character learned and think about the next event that matches
Identify cause-effect relationships.	Good Readers notice relationships between ideas When you find an event, ask, "Why did this happen?" or "What will happen as a result?"