Prompts for Guided Reading

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The Next Step in Guided Reading

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Use the following prompts when working with individual students. Attend to monitoring, decoding and fluency before you prompt for vocabulary and comprehension.
Are you right?  (Ask this question even when the student is correct.)

Does that make sense?  (If the student says, “Yes”, reread the sentence the way the student read it and ask, “Does that make sense?  Try that again and see if you can fix it to make sense.”)

Does it look right? Check it with your finger.

Self-monitor
Sound the first part and check the picture. What would look right and make sense?

Cover the ending. Is there a part you know that can help?

Can you break it into parts? (Chunk it.)

Reread the sentence and think what would make sense.

Do you know another word that looks like this one?

Decode
Try reading it without pointing.

How would the character say that? Can you read it like you’re talking?

Put some words together so it sounds smooth.

The teacher uses his or her fingers to frame 2-3 words at a time, helping the student read in phrases.

The teacher slides his or her finger over the words to push the student’s eye forward.

The teacher reads with the student to model expression and intonation.

Fluency
Is there a word you don’t understand?

Have you heard that word before?

Are there clues in the sentence or illustration to help you?

Is there a part in that word that can help? (for example, ‘landslide’ has ‘land’ and ‘slide’ in it.)

Do you know a word that is similar? (for example, ‘mysterious’, is similar to ‘mystery’.)

Vocabulary
What is happening on this page? What happened at the beginning (middle or end) of the story? (retell)

Is there a confusing part? What don't you understand? (clarify)

What is the most important idea or event? (determine what is important)

Can you summarize what you read in one sentence? (summarize)

Can you ask a question about what you read? (question, clarify)

What do you think might happen next? Why do you think that? (predict)

What are you thinking now? (think aloud)

What are you thinking about the character? What might the character be thinking or feeling right now? (inference, character analysis)

Why do you think the character did (or said) that? (inference, cause-effect)

How do you think the character feels now? (inference)

What was the effect of...? What do you think caused that to happen? (cause-effect)

Comprehend