

Teaching Fluency, Word Solving & Comprehension

Prompts for Skills, Strategies, and Habits to Teach Students Reading Books A-L

(Prompts are listed from the highest level of teacher support to the lowest level of support.)

Note: The suggested behaviors and strategies on each level are cumulative. When you move from one level to another, the behaviors and strategies from the previous level should be under control and used without prompting unless repeated.

(A)

Uses cover (title, illustration, etc.) to get ready to read

- Watch how I read the title, look at the illustration, and think, “What might this book be about?”
- Think about the cover to get your mind ready to read.

Uses illustration as a source of info to figure out words:

- Watch how I use the story and the picture and think about the story to help me figure out the word...
- Look at the picture and think about the story to help you.
- (teacher taps the picture)
- What could help you figure that out?

Uses one to one matching:

- Let me show you how I point under the words...
- Point under the words.
- Does it match?
- Were there enough words?
- Check it.

Uses and locates known words:

- Is there a word you know?
- What words do you know?
- Point at and read the words you know.

Uses meaning to figure out words:

- What would make sense here?
- What’s going on here?

Understands the book

- After I finish a book, I think about it. Watch me as I do this.
- What’s the whole book about?
- So what happened?
- What are you thinking?

Reads with fluency

- Notice how I touch under a word, read it, and move quickly to the next word.
- Are you moving quickly from word to word?
- Compliment reading in a voice slow enough to demonstrate crisp pointing under each word without long pauses.

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Conferring Support for Levels A-L

(B)

Uses cover (title, illustration, etc.) to get ready to read

- Watch how I read the title, look at the illustration, and think, “What might this book be about?”
- Think about the cover to get your mind ready to read.

Uses illustration as a source of info to figure out words:

- Watch how I use the story and the picture and think about the story to help me figure out the word...make a prediction about what will happen...talk about the character’s feelings.
- Look at the picture and think about the story to help you.
- (teacher taps the picture)
- What could help you figure that out?

Uses one to one matching:

- Let me show you how I point under the words...
- When I come to the end of one line, watch how I move to the beginning of the next one.
- Notice how I keep my finger on a word until I say each part of it
- Point under the words.
- Does it match?
- Were there enough words?
- Check it.

Uses and locates known words:

- Is there a word you know?
- What words do you know?
- Point at and read the words you know.

Uses meaning to figure out words:

- What would make sense here?
- What’s going on here?

Understands the book

- After I finish a book, I think about it. Watch me as I do this.
- What’s the whole book about?
- So what happened?
- What are you thinking about what happened in this book?

Reads with fluency

- Notice how I touch under a word, read it, and move quickly to the next word.
- Are you moving quickly from word to word?
- Expect and compliment reading in a voice slow enough to demonstrate crisp pointing under each word without long pauses.

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Conferring Support for Levels A-L

(C)

Uses graphophonic info:

- Use the first letter of the word to help you.
- Check the picture and use the first letter of the word to help you.
- Think about what's happening in the book right now and use the first letter of the word to help.
- Could it be (child's miscue) or (actual text)?
- Does that look right and make sense?
- Expect and compliment slowing down to solve a word, then picking up speed again.

Uses and locates known words:

- What word(s) do you know by heart?
- Expect and compliment instant recognition of easy high frequency words when reading.

Integrates sources of information:

- Read it again and see if it sounds like book language.
- Read it again and see if it makes sense.
- Does that sound right and make sense?
- Does that look right and make sense?

Uses the pattern as a source of info:

- Watch how I read and listen for the pattern because that helps me with the words.
- Use the first part of the sentence to predict the next word(s).
- Notice the repeating words/pattern in this story.
- How does this story go?

Uses pictures, story, or personal experiences to make predictions.

Integrates sources of information:

- Notice how I make a prediction about what will happen next using... (picture, story, or personal experience).
- Look at _____ and make a prediction about what will happen next.
- What do you think will happen next?

Reads with fluency

- Listen as I read this part smoothly...now you try it.
- Reread that part in a smooth voice.
- Make it sound smooth.
- Can you try reading it without your finger? This will help you read more smoothly.

Retells and summarizes

- Let's think about the title and look back through the pages to help us think about what happened in the story...
- Can you predict what will happen after reading this far in the story?
- What happened in the story?
- What was the book about?

Making Inferences

- Watch how I find information in the story (or pictures) to support my idea about this story.
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Name:	Name:	Name:
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Conferring Support for Levels A-L

(D)

Uses graphophonic info:

- Use the first letter(s)/last letter(s) of the word to help you.
(Consonant blends and digraphs are more common at the beginning and endings of words in Level D.)
- Check the picture and use the first letters/last letters of the word to help you.
- Think about what's happening in the book right now and use the first letters/last letters of the word to help.
- Could it be (child's miscue) or (actual text)?
- Does that look right and make sense?

Uses and locates known words:

- Expect and compliment instant recognition of easy high frequency words when reading.

Integrates sources of information:

- Read it again and see if it sounds like book language.
- Read it again and see if it makes sense.

- Does that sound right and make sense?
- Does that look right and make sense?

Uses the pattern as a source of info:

- Watch how I read and listen for the pattern because that helps me with the words.
- Notice how I use the other words in a sentence to predict what the next word would be.
- Notice the repeating words/pattern in this story.
- How does this story go?

Analyzing story to comment on events or characters.

- Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
- What did you think about this part of the story?
- Find a part of the story you thought was _____.

Reads with fluency

- Listen as I read this part smoothly without using my finger...now you try it.
- Notice how I use the punctuation to stop (.), raise my voice at the end (?), sound excited (!).
- Reread that part in a smooth voice using just your eyes.
- Make it sound smooth.

Retells and summarizes

- Let's think about the title and look back through the pages to help us think about what happened in the story...
- What happened in the story?
- What was the book about?

Making Inferences

- Watch how I find information in the story (or pictures) to support my idea about this story.
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Name:	Name:	Name:
Name:	Name:	Name:



Conferring Support for Levels A-L

(E)

Attends to internal parts of words:

- Take a closer look at ____ (teacher determines the part of the word to which the student must attend, e.g. use the consonants plus the next two letters).
- Do you see a part you know in this word?
- Move your eyes across that word letter by part.

Crosschecks with emphasis on graphophonic information:

(prompts for when student is not using this source of information)

- Could it be (child's miscue) or (actual text)?
- Take a closer look at ____ (teacher determines the part of the word to which the student must attend.)
- Does that look right?
- Are you right?

Crosschecks with emphasis on structure/syntax:

(prompts for when student is not using this source of information)

- Read it again and make sure it sounds like it would in a book..
- Could it be _____?
- Does it sound like it would in a book?
- Are you right? (Ask this even when the student is correct. This motivates self-monitoring.)

Crosschecks with emphasis on meaning:

(prompts for when student is not using this source of information)

- Use what is happening in the story with the picture to help you.
- Think more about the story/picture/character to help you figure it out.
- Does that make sense?
- Are you right?

Integrates sources of information:

- Read it again and see if it sounds like book language.
- Read it again and see if it makes sense.
- Could it be (child's miscue)?

Self-corrects/crosschecks near point of error/miscue:

- Go back and read so it makes sense/sounds right/looks right.
- Check that.
- Why did you stop there?
- How did you know that?

Analyzing story to comment on events or characters:

- Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
- What did you think about this part of the story?
- Find a part of the story you thought was _____.

Reading with fluency

- You don't need your finger. Use your eyes.
- Listen to me read it. Now you try it. *(Demonstrate appropriate stress on words, voice change for punctuation, phrasing, pausing and intonation for meaning.)*
- Read this book just like you read _____ (name an easier text or a shared reading text the child knows well.)
- Say it like the character would say it.

Retells and summarizes

- Let's think about the title and look back through the pages to help us think about what happened in the story...
- What happened in the story?
- What was the book about?

Making Inferences

- Watch how I find information in the story (or pictures) to support my idea about this story.
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(F)

Reads increasingly more difficult words using letter by word parts:

- You read the consonant letter(s) and the next part. Now move on to the next. (*Teacher might show student how to segment parts of the word on paper or a small white board.*)
- Did you check across the word to make sure all parts are correct?
- Move your eyes across the word checking each part.
- What did you do to help yourself?

Uses parts from known words to read unknown words:

- You know _____. (*teacher writes word on a small white board changing the initial consonants.* See if that helps.)
- You know _____. Use that word to help you read this one.
- Take a closer look at this part. (*Teacher points to the familiar part.*)
- Use a word you know to help you.

Uses context to figure out unfamiliar words or vocabulary:

- Go back to the beginning of the sentence, think about what is going on in the story and then predict what the word might be.
- Think about what's going on in this part to figure out what that word means.
- What does that mean?

Integrates sources of meaning:

- (Stop the child at the end of a page and ask what is happening at that point of the story. Discuss what sources of meaning he/she was attending to.)

- This is like another story we've read, remember _____?
- You are thinking about the story, are you checking the illustrations?
- You are checking the illustrations, are you thinking about the story?
- What do you know that can help you here? (Could be something student knows about topic, genre, author, series, character, etc.)

Begins to self-correct at point of error using sources of information:

- Read this again and see if you can fix this word before you read on (*teacher points to the tricky word.*)
- You reread and fixed this word. What helped you? (If the child's response suggests that he could have SCed at the point of error, discuss what he/she needed to do.)
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Tell me what happened.

Retells and summarizes

- Let's think about the title and look back to help us think about what happened in the story.
- Retell the story (using qualities of good retelling)
- Is that a "big event" in the story or a "little detail"?
- What happened in the story?
- What was the book about?

Reads with fluency and phrasing:

- Listen to me read it. Now you try.
- Teacher gets an easier book the child does read fluently. Discuss what his/her reading sounds like after reading the easy book, and encourage the same reading on another text.

- This is a scary (funny, silly, etc.) part of the story. Reread this and make your voice tell what is happening in the story. (*Teacher models if necessary.*)
- Make your reading sound like you are telling a story.

Analyzing story to comment on events or characters.

- Notice how I talk about this part of the story to show why it is funny, happy, sad, etc.
- What picture did you have in your mind that helped you to think about what happened in this part of the story?
- Can you ask yourself a question such as, "*What happened to me that would make me feel like this character does now?*" OR "*What do I know about this kind of situation that would help me to know if the story is...(happy, sad, funny, etc.)?*"
- Find a part of the story you thought was _____.

Making Inferences

- Watch how I find information in the story (or pictures) to support my idea about this story. (*Character's actions, theme, perspective, making judgments, personal opinion.*)
- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand... (*the character, the situation, the mood of the story, etc.*)?
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(G)

Reads increasingly more difficult words using letter by word parts:

- Use letter/sound analysis (*letter by part*) across the word to solve it.
- Did you check across the word to make sure all parts are correct?
- Move your eyes across the word checking each part.
- What did you do to help yourself?

Uses parts from known words to read unknown words:

- You know ____ (teacher writes word on white board) See if that helps.
- Take a closer look at this part (teacher points to the familiar part).
- Use a word you know to help you.

Uses context to figure out unfamiliar words or vocabulary:

- Go back to the beginning of the sentence and think about what's going on in this part to figure out what that word means.
- Did you ever see that word before in a story or somewhere you've visited?
- What does that mean?

Integrates sources of meaning:

- This is like another story we've read, remember ?
- (Stop the child at the end of a page and ask what is happening at that point of the story. Discuss what sources of meaning he/she was attending to.)

- You are thinking about the story. Are you checking the illustrations and making pictures in your mind about what is happening in the story?
- What do you know that can help you here? (Could be something student knows about topic, genre, author, series, character, etc.)

Begins to self-correct at point of error using sources of information:

- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- You reread and fixed this word. What helped you?
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Tell me what happened.

Retells and summarizes

- Let's think about the title and look back through the pages to help us think about what happened in the story.
- Retell the story (using qualities of good retelling)
- Is that a "big event" in the story or a "little detail"?
- What happened in the story?
- What was the book about?

Reads with fluency and phrasing:

- This is a scary (funny, silly, etc.) part of the story. Reread this and make the words tell what is happening in the story. (Teacher models if necessary.)

- Teacher gets an easier book the child does read fluently. Discuss how attending to meaning and syntax helps us to read as if we are telling a story.
- Make your reading sound like you are telling a story.

Analyzing story to comment on events or characters.

- What picture did you have in your mind that helped you to think about what happened in this part of the story?
- Can you ask yourself a question such as, "*What happened to me that would make me feel like this character does now?*" OR "*What do I know about this kind of situation that would help me to know if the story is... (happy, sad, funny, etc.)?*"
- Find a part of the story you thought was *****.

Making Inferences

- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand... (*Character's actions, theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(H)

Deals with more complex vocabulary/unfamiliar words:

- Did you try all the *different* sounds of the letter/letters to help you with that word?
- You are checking across all parts of the word, but think about what is going on in the text to figure out what it is.
- What does the author tell you in the story that helps you know what that word (group of words, or concept) means?
- Do you know a word like that one (point to word) that means the same thing?

Deals with literary structures including nonfiction:

- We've read a text (name it) that was written just like this part.
- What do we know about the information in the beginning part of the sentence, when the author uses the word "*but?*" (Same for *pronouns, however, thus, and, so, furthermore, because, then, here this* etc.)
- Think about how this kind of text goes...how does that help you understand?
- This is a problem/solution format, how can that help you to read this? (Same for other nonfiction structures.)

Stops and self-corrects at point of error:

- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately, good going! Tell me what happened.

Reads with fluency and phrasing:

- Use the punctuation in this part to help you read this like you are telling a story.
- Read this part again remembering to read in phrases.
- Make a picture in your mind about what is going on in this part of the story, then reread this and make the words tell what is happening in the story.
- Does your reading sound like you are telling a story?

Envisions the text to compensate for lower picture support

- Because there's no illustration, let's get a picture in our mind for what's going on. I'll start...
- Stop and picture what's going on here...
- What are you thinking?

Keeps the accumulating story events (or content) in mind:

- Are you making a picture in your mind of what this is about?
- Stop the child at the end of several paragraphs or pages and ask what is happening at that point of the story.
- This part is like another story we've read, remember _____. (Teacher tells the story part.) (Use a similar prompt for attending to illustrations, story content, or text connections.)
- Is that a "big event" in the story or a "little detail"?
- Let's think about this section and look back through the pages to help us think about what happened so far in the story.

Retells and Summarizes

- Is that a "big event" in the story or a "little detail"?
- What happened in the story?
- What was the book about?

Making Inferences

- Find a part of the story that made you feel a certain way. Tell me why. (*Character's actions, theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.

Conferring Support for Levels A-L

(I)

Deals with more complex vocabulary/unfamiliar words:

- Did you try all the *different* strategies we use to figure out the word? (*Consonants + the next two, taking the word apart, using letter sequence, thinking what the word might mean, etc.*).
- You are checking across all parts of the word, but think about what is going on in the text to figure out what it is.
- What does the author tell you in the story that helps you know what that word (group of words, or concept) means?
- Do you know a word like that one (point to word) that means the same thing?

Deals with literary structures including nonfiction:

- We've read a text (name it) that was written just like this part.
- What do we know about the information in the beginning part of the sentence, when the author uses the word "*but?*" (Same for *pronoun reference, there, here, where, this, however, thus, and, so, furthermore, because, then, etc.*)
- Think about how this kind of text goes...how does that help you understand?
- How can we think about those words (*e.g. I can't nail him down.*) to see what they really mean?
- This is a problem/solution format, how can that help you to read this? (Same for other nonfiction structures.)
- Instead of "said Dad," this author used "yelled Dad." How does that help you understand Dad's feeling in this part of the story?

Stops and self-corrects at point of error:

- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately, good going! Tell me what happened.

Reads with fluency and phrasing:

- Use the punctuation in this part to help you read this like you are telling a story.
- Read this part again remembering to read in phrases.
- This is a scary (funny, silly, etc.) part of the story. Reread this and make the words tell what is happening in the story.
- Make a picture in your mind about what is going on in this part of the story, then reread this and make the words tell what is happening in the story.
- Does your reading sound like you are telling a story?

Envisions the text to compensate for lower picture support

- Because there's no illustration, let's get a picture in our mind for what's going on. I'll start...
- Stop and picture what's going on here...
- Can you ask yourself a question that will help you picture this part of the story? [*e.g. How does this character (or situation) compare to me when I experienced the same thing?*]
- What are you thinking?

Keeps the accumulating story events (or content) in mind:

- Are you making a picture in your mind of what this is about?
- Stop the child at the end of a several paragraphs or pages and ask what is happening at that point of the story. Ask student to predict what would come next.
- This part is like another story we've read, remember _____. (Teacher tells the story part.) (Use a similar prompt for attending to illustrations, story content, or text connections.)
- Is that a "big event" in the story or a "little detail"?
- Let's think about this section and look back through the pages to help us think about what happened so far in the story.

Retells and Summarizes

- Is that a "big event" in the story or a "little detail"?
- What happened in the story?
- What was the book about?

Making Inferences

- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand... (*Character's actions, theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(J)

Deals with more complex vocabulary:

- Read back and read ahead a bit to see if it helps you figure out what that word says/means.
- Have you ever seen that word somewhere you have visited?
- What does the author tell you in the story that helps you know about that word (group of words, or concept)?
- Do you know a word like that one (point to word) that means the same thing?
- How can you help yourself understand what that means/says?

Deals with literary structures:

- We've read a text (name it) that was written just like this part.
- What do you know already about how this kind of text tends to go?
- Think about how this kind of text goes...how does that help you understand?

Word solving is under control and independent—at the point of error (if the word is in the reader's vocabulary):

- Let me remind you how we break a word into parts (e.g. *wondering* = *won+der+ing*).
- How does meaning change when you add -er or -est to a word (e.g. happy, happier, happiest)?

- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately, good going!

Communicates understanding of the text:

- (Ask child to retell the text/a part of the text just read)
- What are you picturing as you read?
- How did your ideas (*about character(s), the situation, the mood, etc.*) change as you read through the text?
- Stop and think about what's going on in the story.
- Predict what is going to happen next in the story. (*Student uses text structure, personal experiences, content knowledge, or knowledge of similar stories.*)
- What is the big message the author is trying to give us in this text?
- What was the problem in this story and how was it solved? If the problem was not solved, why wasn't it?
- What does the author want us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:

- Use the punctuation in this part to help you read this like you were telling a story.
- Show that you can demonstrate reading with appropriate stress on words, pausing and reading in phrases, using proper intonation on words, phrases and sentences, and responding to punctuation.
- Read this part again trying to read in longer phrases. (*Same for stress on words, intonation, and punctuation.*)
- Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
- Does your reading sound like you are telling a story?

Making Inferences

- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand... (*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(K)

Deals with more complex vocabulary:

- Read back and read ahead a bit to see if it helps you figure out what that word says/means.
- What does the author tell you in the story that helps you know about that word (group of words, or concept)?
- Do you know a word like that one (point to word) that means the same thing?
- How can you help yourself understand what that means/says (e.g. using sentence context, graphics, envisioning, or definitions embedded in text)?

Deals with literary structures:

- We've read a text (name it) that was written just like this part.
- What do you know already about how this kind of text tends to go? How did what you know about this genre help you to understand this story?
- When you read things such as, "The boat cut deep waves in the lake." "I can land my own fish." "My sister is fond of fish." How can you figure out what the words (cut, land, and fond) really mean?
- "And they wrapped the bird in grapevine leaves, and put it in the ground." There is no picture on this page. Did you use all the parts of the sentence (e.g., *embedded prepositional phrases*) to envision what was happening in this part of the story?
- "I thought I'd take him for a walk," said D.W. "But when he saw the leash he went wild!" Remember, D.W. is still saying the second part of the quotation, because it is all on the same line.
- Think about how this kind of text goes...how does that help you understand?

Word solving is under control and independent—at the point of

- #### **error** (if the words are in the reader's vocabulary):
- Every syllable in a long word has a vowel. Let me show you how that can help you take apart a word. (excitement = ex/cite/ment)
 - Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
 - Something wasn't quite right. Go back and see if you can find it.
 - You fixed this word immediately, good going!

Communicates understanding of the text:

- Did you use the title (and blurb on the back of the book if any) to help you predict what this story would be about?
- Ask student to retell the text/a part of the text just read. Did you blend all the little details into one episode, then another, then another across the story?
- What are you picturing as you read?
- Stop and think about what's going on in the story. What do you think will happen next?
- Did you change your opinion about some aspect of this text as you read to the end? Why?
- How might the character have behaved differently in this story?
- What is the big message the author is trying to give us in this text?
- What does the author want us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:

- Use the punctuation in this part to help you read this like you were telling a story.
- Read this part again trying to read it in longer phrases.
- Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
- Think about what's happening in this part and read it with the meaning in your voice.
- Does your reading sound like you are telling a story?

Making Inferences

- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand...
(*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
- Did you think about what that character was like by what he said, by what he thought, by what he did, or by what other characters said about him?
- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand...
(*character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.

Conferring Support for Levels A-L

(L)

Deals with more complex vocabulary:

- Read back and read ahead a bit to see if it helps you figure out what that word says/means.
- What does the author tell you in the story that helps you know about that word (group of words, or concept)?
- Do you know a word like that one (point to word) that means the same thing?
- How can you help yourself understand what that means/says (e.g. using sentence context, graphics, envisioning, or definitions embedded in text)?

Deals with literary structures:

- We've read a text (name it) that was written just like this part.
- What do you know already about how this kind of text tends to go? How did what you know about this genre help you to understand this story?
- Someone asked Harry if he was going to go on a dangerous ride. Harry's fist froze with fear. Did his hand really get "icy"?
- Since you are reading more difficult books, not all lines of people talking are marked with "said ***." You must remember that every time a new line of dialogue starts another person is talking.

Word solving is under control and independent—at the point of error

(if the words are in the reader's vocabulary):

- Every syllable in a long word has a vowel. Let me show you how that can help you take apart a word. (insurance = in/sur/ance)

Notice the irregularity that the silent e does not create a long vowel.

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- When a word has double consonant letters in the middle, you usually divide between the two consonants (drummer = drum/mer).
- Sometimes the open/closed syllable rule will help you with a word. To read the word "shaded" try (shad-ed) or (sha-ded), then think about the story. "The big tree sha-ded the house." It sounds right, looks right, and makes sense.
- Read this again and see if you can fix this word before you read on (teacher points to the tricky word).
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately, good going!

Communicates understanding of the text:

- (Ask child to retell the text/a part of the text just read)
- What are you picturing as you read?
- Stop and think about what's going on in the story.
- What is the big message the author is trying to give us in this text?
- What does the author want us to think/feel/believe about the story/character/information?

Reads with fluency and phrasing:

- Use the punctuation in this part to help you read this like you were telling a story.
- Read this part again trying to read it in longer phrases.
- Read that again and try to sound like that character. (A similar prompt could be used with any story element to encourage fluent reading.)
- Think about what's happening in this part and read it with the meaning in your voice.
- Does your reading sound like you are telling a story?

Making Inferences

- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand...
(*Character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
- Did you think about what that character was like by what he said, by what he thought, by what he did, or by what other characters said about him?
- Can you think about something you know that would help you to talk about what is happening in the story here? How does that help you to understand...
(*character's actions or motives, story theme, perspective, making judgments, personal opinion.*)
- Why did you say that? Show me evidence on this page.
- Show me evidence that tells why you have that idea.