

Guided Reading Language

When a child...	Say...
Inserts a word or invents text	<ul style="list-style-type: none"> • Read it with your finger. • Did that match? • How many words did you read?
Sounds out words with no attention to meaning	<ul style="list-style-type: none"> • Can you get a clue from the picture? • Look at the picture. • What happened in the story when...?
Stalls	<ul style="list-style-type: none"> • Why did you stop reading? • What else can you do?
Appeals for help	<ul style="list-style-type: none"> • What did you notice (letters, picture clues, etc.)? • What do good readers do?
Attempts to self-correct	<ul style="list-style-type: none"> • I like the way you tried to work that out. • Did it sound better the second time? • Were you right?
Text Self-corrects	<ul style="list-style-type: none"> • Good checking. • How did you know it wasn't...? • Tell me what you did.
Does not attend to letter/sound relationships	<ul style="list-style-type: none"> • Does that sound correct? • Does the word on the page look like what you said? • Get your mouth ready to make the sounds.
Reads words or sentences that do not match the story	<ul style="list-style-type: none"> • Does that make sense? • Can you get any clues from the picture? • What is happening in the story?
Reads words or sentences in a grammatically incorrect manner	<ul style="list-style-type: none"> • Does that sound correct? • Do we speak that way?
Reads in a robotic or choppy way	<ul style="list-style-type: none"> • Can you read this quickly OR slowly? • Can you make it sound like you are talking?
Runs sentences together	<ul style="list-style-type: none"> • Let's read this together. • Read the punctuation.