

Prompts for Skills, Strategies, and Habits to Teach Students Reading

(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.

(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.

(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.

(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.

(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.

(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, 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.

(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.

(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.

(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.

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.

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.

(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.

- When a word has double consonant letters in the middle, you usually divide between the two consonants (drummer = durm/mer).
- 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 (shaded), 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.

Level M

Deals with more complex and sometimes technical vocabulary

- What is happening in the story right? How does this word fit in to this part of the story (or idea or group of words)?
- What's another word or group of words that would make sense here?
- How can you help yourself understand what that means/says?

Reads with fluency and phrasing

- Read this part again trying to read it in longer phrases.
- Read that again and make it sound like you're in a movie.
- Think about what's happening in that part and read it with meaning in your voice.
- Read this part out loud using your best story voice, then re-read silently, but hear it the same way in your head. Now read on and hear every sentence that way.

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

- Read this again and see if you can fix this word before you read on.
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- So there's no picture on these pages. Tell me what you're picturing in your mind right here.
- What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features of the text to understand and track multiple characters

- What do you know about this character? Show me a part where you thought that about this person.
- Read this part where the character talks – read it in the way you think this person would say it.
- What do other characters in the book think about [name character]?
- How do you expect this character to change [if in the beginning] OR how has this character changed [if in the middle or end]?

Begins to think about more abstract themes/universal themes

- What is the big problem that is at the heart of this story? How does this problem exist in the real world?
- What feels real about the problems that the characters are dealing with? Where have you seen similar situations?
- What issues are the characters dealing with in this book? How do they deal with them?

Level N

Deals with longer descriptive words and some figurative language

- This word seems to be describing _____. What else do you know about _____ that can help you understand what this word means?
- This word (or phrase) doesn't make sense if we think about what it usually means. What's another meaning that would work for this word (or phrase) here?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing (Most same as M)

- Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
- Read that again and make it sound like you're in a movie.
- Think about what's happening in that part and read it with meaning in your voice.
- Read this part out loud using your best story voice, then re-read silently, but hear it the same way in your head. Now read on and hear every sentence that way.

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

- Read this again and see if you can fix this word before you read on.
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations (same as M)

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- So there's no picture on these pages. Tell me what you're picturing in your mind right here.
- What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features, including some descriptive and figurative passages, to understand multiple characters

- Read this part where the character talks – read it in the way you think this person would say it.
- What do other characters in the book say about this character? What do they mean?
- What does this description tell us about the character or the character's life?
- This passage is a comparison. (point out a simile or a metaphor). What is the author comparing here and why?
- How do you expect this character to change [if in the beginning] OR how has this character changed [if in the middle or end]?

Notifies and thinks about the important human problems in the text

- What is the big problem that is at the heart of this story? Why is it an important problem?
- What feels important about the problems that the characters are dealing with?
- What important issues are the characters dealing with in this book? What makes these issues important in the world?

Level O

Deals with more complex vocabulary and words with secondary meanings

- Is there part of this word that you've seen somewhere before? Use that part to make some sense of what this word means.
- This word (or phrase) doesn't make sense if we think about what it usually means. What's another meaning that would work for this word (or phrase) here?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing

- Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
- Notice that this part of the dialogue is a question. Read that part again and make your voice go up at the end to show that it's a question.
- This punctuation mark (colon, dash, semicolon) means that there is more to the sentence, but that there is a little break first, to prepare us for something new. Read this sentence again, stopping just a little bit at that punctuation mark.

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

- Read this again and see if you can fix this word before you read on.
- Something wasn't quite right. Go back and see if you can find it.
- You fixed this word immediately. Good! Go!

Deals with longer chapters and few illustrations (same as M)

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- So there's no picture on these pages. Tell me what you're picturing in your mind right here.
- What's the big thing that's happening in this chapter? How does it fit in with what you've read so far?

Uses literary features to understand characters with good and bad traits who change over time

- When has this character done or said something that you think was a good idea? Show me that part.
- When has this character done or said something that you didn't agree with? Show me that part.
- How has this character shown you that he or she is not all good or all bad?
- This part tells us a lot about the setting. How is this setting important to what's happening right now?
- How has this character become a better person or a worse person so far in the story?

Notifies and thinks about important problems, some of them serious in scale and tone

- What is the big problem that is at the heart of this story? Why is it an important problem?
- What feels important about the problems that the characters are dealing with?
- What important issues are the characters dealing with in this book? What makes these issues important in the world?
- What does the author want us to think/feel/believe about the issues in this story?

Level P

Deals with figurative language and idioms that are essential to understanding the text

- This word (or phrase) doesn't make sense if we think about what it usually means. Read back a couple of paragraphs. Picture what's happening right here in the story. Read forward one paragraph. What's happening now? Now think: what does that word or phrase probably mean?
- Have you heard this phrase before? Where and when did you hear it? What did you think it meant?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing (Same as O)

- Notice this part, where the word is cut in two because it doesn't fit on the line. Practice reading so that you don't slow down when you hit the end of the line.
- Notice that this part of the dialogue is a question. Read that part again and make your voice go up at the end to show that it's a question.
- This punctuation mark (colon, dash, semicolon) means that there is more to the sentence, but that there is a little break first, to prepare us for something new. Read this sentence again, stopping just a little bit at that punctuation mark.

Deals with difficulty in decoding unfamiliar words (Same as O)

- Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.
- Try saying the first part of the word, then the next, then the end.
- Some explicit teaching of tricky spellings may be necessary.

Deals with longer books, and few or even no illustrations

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- I notice that this book doesn't have illustrations, except for on the cover [and at the beginning of a chapter, etc.].—Tell me how you're picturing the main character – [coach to prompt for details]. Keep reading, keeping up that detailed image in your mind.
- What's the important problem that's at the heart of this story? How has it developed across the book so far? [Have student turn to beginning of each chapter] What did you find out in this chapter [coach to say it one sentence]? Now this chapter? Etc.

Uses literary features to understand characters whose family and peer relationships change over time

- What is this character's relationship like with his or her family? Show me a part that lets you know that.
- How does this character get along with the other people his or her age? Show me a part that lets you know that.
- How do other characters fit into the story? Why are they important to understanding the main character's life?
- This book takes place in a setting that's very different from here. Show me a place where you really felt you started to understand what it would be like to live in the world of this book.
- How have the relationships in this book changed since you started reading it?

Notifies and thinks about important problems, some of them from an unfamiliar perspective

- What is the conflict at the heart of this story? Why is it a big issue for the characters?
- Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.
- What important issues are the characters dealing with in this book? What makes these issues important in the world?
- What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view?

Level Q

Deals with figurative language and idioms that are essential to understanding the text (Same as P)

- This word (or phrase) doesn't make sense if we think about what it usually means. Read back a couple of paragraphs. Picture what's happening right here in the story. Read forward one paragraph. What's happening now? Now think: what does that word or phrase probably mean?
- Have you heard this phrase before? Where and when did you hear it? What did you think it meant?
- How did you read this part and make it make sense to you?

Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables

- This is a long word. Let's practice reading across the whole word, bit by bit.

Then reading it again until it feels easy to say.

Notice how this word is actually two words put together? Say the first word... now say the second word... now put them together. Now say it faster.

Deals with difficulty in decoding unfamiliar words (Same as O)

- Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.
- Try saying the first part of the word, then the next, then the end.

Some explicit teaching of tricky spellings may be necessary.

Deals with longer books, and few or even no illustrations (same as P)

- Ask student to retell the part just read
- How does this part go with the page before? And the page before that?
- I notice that this book doesn't have illustrations, except for on the cover [and at the beginning of a chapter, etc.]. Tell me how you're picturing the main character – [coach to prompt for details]. Keep reading, keeping up that detailed image in your mind.
- What's the important problem that's at the heart of this story? How has it developed across the book so far? [Have student turn to beginning of each chapter] What did you find out in this chapter [coach to say it one sentence]? Now this chapter? Etc.

Uses knowledge of content (history, geography, etc.) and literary features to understand more complex characters and settings

- This is a setting that takes place at a different time in history. What do you know about this time period? Let's read together and see how that information helps us understand the characters and the world they're in.
- Books at this level have passages that leave out details and expect the reader to fill them in. Can you show me a part where you had to fill in to make the picture in your mind complete? Tell me what you added in your mind.

Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (some strategies same as P)

- What is the conflict at the heart of this story? Why is it a big issue for the characters?
- Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.
- What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view?
- How do different characters in this book have different points of view about the issues they're facing? Which character's viewpoint do you feel the most connected to and why?

Level R

("Extends the skills needed for Level Q across a wider variety of texts")

May have to deal with technical vocabulary, in addition to more figurative language and idioms.

- This word seems to be very specific to _____ (name content that applies. Ex: "Silo" seems to be specific to farming.) What is happening with _____ right here in the story? Let's use that to think about what this word could mean.
- This seems to set up a comparison. Why is the author comparing these two images or ideas?

Reads with fluency and phrasing, dealing with many compound words and words with 3+ syllables (same as Q)

- This is a long word. Let's practice reading across the whole word, bit by bit. Then reading it again until it feels easy to say.
- Notice how this word is actually two words put together? Say the first word... now say the second word... now put them together. Now say it faster.

Deals with difficulty in decoding unfamiliar words (Same as O)

- Start at the beginning of this word – what does the first part sound like (use finger to show where first syllable ends)? Now the next part? (teacher points again) And the last part? Now let's put it together.
 - Try saying the first part of the word, then the next, then the end.
- Some explicit teaching of tricky spellings may be necessary.

Increases stamina; is able to hold longer, more complex stories in mind from chapter to chapter across longer books

- In the beginning of a book: "This is a longer book than what you've been reading. Let's plan out how your reading life can go so that you can finish it this week." Plan out using log to make self-assignments.
- In the middle of a book: Wow, it seems like a lot has happened so far. This feels like a good time to stop and think back to the most important parts you've read. What's the big problem that the main character is facing? Jot that on a post-it. Now underneath, write a few parts you remember that show how this problem has been getting worse. Read on expecting a change.
- At the end: How do you think differently about the characters now than you did in the beginning?

Deals with a variety of literary features, sometimes including a shifting narrative voice and/or parts of the text that function as symbols.

- Who is the narrator in this story? Are there any parts in this book where the narrator changes how he or she is telling the story? [ex: diary entries or notes that appear inside of the major narrative] Let's read that part and think: how is this helping me understand this story?
- Sometimes there is an image, either of an object or a place, that repeatedly appears throughout a story. Does your story have an image like that – one that

keeps coming back? That usually means it's worth stopping and asking – what is that image standing for in this book? How does it show something important about the characters or their world?

Reflects on themes that require interpretation; is able to see more than one side of the issues in the text (same as Q)

- What is the conflict at the heart of this story? Why is it a big issue for the characters?
- Sometimes characters have ideas that we either don't agree with or have not thought about before. Is there a character in your book that thinks in a different way from you? Show me the part where you first noticed this.
- What does the author want us to think/feel/believe about the issues in this story? Do you agree or disagree with this point of view?
- How do different characters in this book have different points of view about the issues they're facing? Which character's viewpoint do you feel the most connected to and why?

Level S

Deals with words that present many shades of meaning..

- [Find an example in the book by looking through] This part is tricky. This word [or phrase] could mean many things. Based on everything you know about this [character or event or setting] so far, what does it most likely mean?
- Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant?

Reads with fluency and phrasing, dealing with many complex proper nouns and some archaic or rare terminology

Listen to how I read this word. It's not one you've heard before, and it's pretty tricky. When reading words like this out loud, do your best at sounding out each part. When it feels like you've said it right, say it a few times more to hold onto it. If it's an important name, write it out so that the spelling matches how you say it and keep that in the book as you read.

Synthesizes across connected short stories [if in such a book]

- This book is made up of many short stories. Although the stories are different, the author has included them together for a reason. Having read a couple of these stories, what are you finding that the stories have in common? It could be a character or a setting, or an idea that shows up in every story.

Deals with a variety of literary features, often including parts of the text that function as symbols. (Most same as R)

- Who is the narrator in this story? Are there any parts in this book where the narrator changes how he or she is telling the story? [ex: diary entries or notes that appear inside of the major narrative]. Let's read that part and think: how is this helping me understand this story?
- Sometimes there is an image, either of an object or a place, that repeatedly appears throughout a story. Does your story have an image like that – one that keeps coming back? That usually means it's worth stopping and asking – what is that image standing for in this book? How does it show something important about the characters or their world?

Reflects on themes that require interpretation; is able to connect the themes in the book to other texts with this theme and/or to real-world events in the past and present

- What is the conflict at the heart of this story? Where have you seen this conflict in other books or in movies? How does this book present this problem? How did the other books or movies?
- What does the author want us to think/feel/believe about the issues in this story? How is this the same or different from what we were expected to think about the issue in another text?

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level T

Deals with words that are presented in dialect or in a foreign language

- This part seems to be written in a very particular voice. Let's read a bit of it out loud. If we hear how it sounds it will help us figure out what the words mean. [Read a bit out loud] Now, what do you think this is saying? As you read, keep that accent in your head and use the sound of the voice to help you figure out words or phrases that are unknown.
- Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant?

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

- Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.
- Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worth trying to say the word as best you can. That way you won't interrupt the reading in your head.

Synthesizes across connected short stories [if in such a book]

- This book is made up of many short stories. Although the stories are different, the author has included them together for a reason. Having read a couple of these stories, what are you finding that the stories have in common? It could be a character or a setting, or an idea that shows up in every story.

Analyzes and reflects on character development. Recognizes and thinks through symbolic passages in terms of their significance to the characters.

- In books at this level, not only the main character, but other characters as well, change over time. What have you been noticing about the characters and change? Have they changed emotionally? Physically?
- This passage seems to be about something else – it seems to have a different setting altogether from the main part of the book. It must be connected to our main character, though. What about this part does connect to a character you know well or an issue that character is dealing with? How does this change your thinking about that character or issue?

Reflects on controversial themes that have many sides, themes such as war, prejudice and racism, growing up, etc.

- The issues this book tackles are pretty big – they seem to be problems that never get solved in the world. How has reading this book made you think about these issues? What reaction have you had so far?
- What does the author want us to think/feel/believe about the issues in this story? How is this the same or different from what we were expected to think about the issue in another text?

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level U

Deals with technical words that require background knowledge and are not defined in the text

- This part seems to be written in a very particular voice. Let's read a bit of it out loud. If we hear how it sounds it will help us figure out what the words mean. [Read a bit out loud] Now, what do you think this is saying? As you read, keep that accent in your head and use the sound of the voice to help you figure out words or phrases that are unknown.
- Books at this level often include words that have more than one possible meaning. Can you find a place where a word like that came up? How did you solve the problem of deciding what it meant?

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

- Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.
- Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worth trying to say the word as best you can. That way you won't interrupt the reading in your head.

Follows subplots and is able to connect them back to the primary plot

- This chapter seems to present a different problem. How does this fit with what's been going on in the other chapters?
- This chapter is told from a different character's point of view. How does it add to or change your thinking about the story?

Thinks about the multiple dimensions of characters, using symbolism and other literary devices to make more meaning.

- Often in books like this the author gives us hints about the character by writing about an object or a place that's important to the character. We can notice if there is an object or a place that is important to a character and ask, "What does it say about this person that he/she is so attached to this?"

Notices and reflects on more abstract themes that allow for multiple interpretations.

- Books like this often offer us a chance to think deeply about our lives and ask big questions like, why is there life? Why is there death? Are there any big questions that this book has made you think about? Or have any of the characters asked big questions.

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level V

Deals with technical words that require background knowledge and are not defined in the text

Reads with fluency and phrasing, dealing with some passages written in dialect and some foreign words or phrases

- Listen to how I read this part. Do you hear how it's written in a particular voice? Try the same part with me. Now don't look at the book. Use the accent and repeat the phrase we've been reading. Practice hearing this accent as you keep reading, when this voice is present.
- Did you notice that this word/phrase was in italics? That means that it is from another language. Even if you don't know that language, it's worth trying to say the word as best you can. That way you won't interrupt the reading in your head.

Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.

Deals with longer stretches of descriptive language, and continues to notice how symbolism adds to understanding of the characters and their conflicts

Uses thinking about multiple characters to elaborate on the themes in the book. Themes continue to become more abstract and to reflect more mature concerns and issues.

- The themes or big ideas in a story don't grow from only one character's experiences and thinking; we have to notice how all the characters relate to the themes of the book. Talk a little about how one character connects to a theme you've been noticing. Now talk about how a different character connects.

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level W

Deals with technical words that require background knowledge and are not defined in the text

Holds onto meaning inside of complex story structures: flashback, story-within-story, etc.

Uses background knowledge of political and social issues to fully interpret some themes; recognizes adolescent themes that require mature interpretations

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

- Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together. Try this one...
Now try again, and read it faster.
- Use your voice to indicate where phrases begin and end.

In Fantasy and SciFi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level X

Deals with many archaic words.

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

- Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together. Try this one...
Now try again, and read it faster.
- Use your voice to indicate where phrases begin and end.

Notifies and reflects on unusual story structures when present

- How does the structure of this story go with some of the big ideas that you're having or that the characters are having?

In Fantasy and SciFi especially, but also in some Realistic Fiction: Recognizes some "larger-than-life" type characters who represent the symbolic struggle of good and evil

Uses prior experience and prior reading experience to think critically about the themes presented in the book

Prompts for Skills, Strategies, and Habits at Levels M-Z

Level Y/Z

Deals with words that have unusual or invented connotations

Understands the conventions of the genre and recognizes "classic" elements of that genre easily

Uses prior experience and prior reading experience to think critically about the themes presented in the book

Reads with fluency and phrasing, dealing with much longer sentences and embedded phrases and clauses

Deals with sophisticated literary devices such as irony and satire

- Use the commas in long sentences to tell you where to pause. Sometimes you may have to re-read to the beginning of a sentence to be sure you've understood how the whole sentence fits together. Try this one... Now try again, and read it faster.
- Use your voice to indicate where phrases begin and end.

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