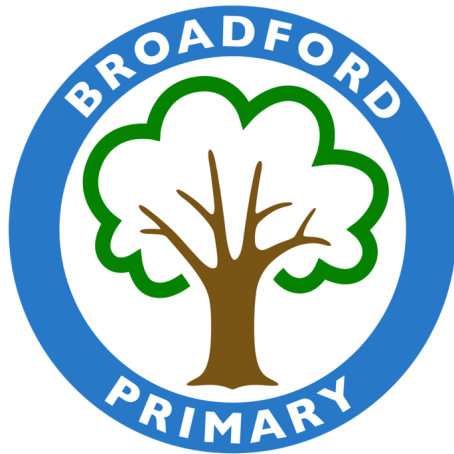


Guided Reading Booklet



Questions, techniques and ideas to support guided reading sessions at home .

There are lots of questions below and we would focus on one area and a maximum of 2-3 questions.

Ask 2-3 key questions to the children. Model answers using full sentences.

For example:

Adult: Why did the Three Billy Goats want to cross the bridge?

Child: He get food/He want grass. Get Grass/ Get over the bridge

Adult: The goats wanted to eat the grass/The goats wanted to eat the grass on the other side of the bridge.

Child: Repeat modelled sentence.

Question Types

Key Questions to ensure comprehension

- What is the basic plot of the book and sequence of key events.
- Who are the main characters and what are their key details
- In what context (historical/social) is the story set

1. Knowledge

Definition: To identify and remember information from stories being read.

(When adding further ideas the following words/phrases are often found in this category of question: when, who, where, what, name, know, define, illustrate by example etc.

O1

Tell me three things (number can be altered) you can remember about the story/chapter.

Tell me three (number can be altered) important things you can remember about the story. Tell me why you think they are important.

Name a key (important) aspect of the story and tell me why you have chosen it. What does it say in the book? (Use examples from the text.)

O2

Name three characters (number can be altered) in the story and tell me about them.

Name three characters in the story (number can be altered) and tell me the most important thing about each.

Who is the main character? How do you know??

O3

Where did the story take place?

Where (what place?) did the story start and where did it end?

Can you describe a key location in the story? If possible refer to a range of senses - don't just tell me what the setting looks like!

What goes wrong in the story?

What problems occur in the story?

Name a significant dilemma in the story and tell me how the problem was resolved.

2. Prediction

Definition: To suggest what WILL occur within the text.

(when adding further ideas the following words are often found in this category of question: what will...? What won't...?

Next, after that, happen, occur etc.)

O1

(After talking about the cover...) How do you think the story will start?

(After talking about the cover...) What do you think the first words of the story will be? (more specific than L.O. question)

(After talking about the cover...) What kind of opening do you think the author will choose? (Use to explore pupil knowledge of genre-appropriate openings such as 'Multisensory'; In the middle of the action etc)

02

Using the story's title what do you think the book will be about? (Only share the title and not the whole cover of the book)

(Only share the title and not the whole cover of the book) From the title what do you think will happen in the story?

(Only share the title and not the whole cover of the book) Using only the title can you predict the plot of this book?

03

(Stopping at a given point) What do you think will happen next?

(Stopping at a given point) What do you think will happen immediately after this and how will it affect the story?

(Stopping at a given point) What do you think the author will reveal and how will that shape the rest of the plot?

04

(After just starting the text) What do you think will happen in the middle of the story?

(After just starting the text) Can you predict what will occur later in the story?

(After just starting the text) What dilemmas might the character face throughout the story? (Use to assess knowledge of genre-appropriate dilemmas)

3. Comprehension

Defintion: To grasp the meaning and importance of plot development and related features.

(When adding further ideas the following words are often found in this category of question: describe, outline, in your own words etc.)

O1

What kind of book is this? Tell me why you think this?

O2

Did anyone do anything you liked? Tell me why you liked it.

Tell me about some important good (positive) things the characters did. Why do you think these things are important?

Were the actions of any of the characters ones you agreed with? Tell me why you agreed with them.

O3

Did anyone do anything you didn't like? Tell me why you didn't like it.

Tell me about some important bad (negative) things characters did. Why do you think these things are important?

Were the actions of any of the characters ones you disagreed with? Tell me why you disagreed with them.

O4

Tell me three things (that happened) in order.

Tell me three things - in order - that happened at the start of the story/chapter and three things that happened - in order - at the end of the story/chapter.

In your own words talk, what happened in the story (order of events)

O5

Use your own words to tell me about the start of the story

Tell me three key things about the start of the story.

Tell me about something that went wrong (a problem) in the story and how it was solved?

Order some of the problems in the story from minor to major.

In your own words tell me about the main dilemma of the story. Why do you feel that it is crucial?

4. Application

Definition: To use and apply knowledge of the story being read.

(When adding further ideas the following words are often found in this category of question: make, show me, apply, demonstrate, interpret, how could you use...? Etc.)

O2

What would 'X' (character from story) choose to do if they came to our school?

What would 'X' (character from story) choose NOT to do if they came to our school?

If 'X' (character from story) visited our school what would you do with them and say to them? Why? (Multi-strand question increases complexity)

O3

What would you do with 'X' (an object) from this story?

Choose two objects in the story and tell me what you would do with them. Why?

Which object in the story is most important? Can you talk for exactly 2 minutes (Use timer - make dramatic) about the object and why you see it as most significant/important.

O4

What have you learned from this story?

What have you learned from this story and what does it make you want to do?

How would you apply something you have learned from this story in the real world?

O5

Can you draw a (character or place in the story) and add labels using words from the story?

Can you draw both a character and a place from the story and add labels using words from the story?

Can you draw the key character from the story and add phrases from the text as labels?

5. Analysis

Definition: To identify patterns within the story; to consider underlying reasons (e.g. for character actions); to identify language features and reason/s for their use.

(When adding further ideas the following words are often found in this category of question: Why, take apart, simplify, analyse, draw conclusions, compare with etc.)

O1

Why did the story start like that?

Why did the author begin the story in that way? Can you give me two or three main reasons why you think that?

Why did the author choose to open the story in such a way? Why did s/he not choose another form of opening?

O2

How is 'X' (character from story being read) the same as 'X' (different character from same story being read)?

How is 'X' (character from story being read) the same as 'X' (different character from same story being read) and how are they different?

Compare and contrast 'X' (character from story being read) with 'X' (character from different story). How are they alike and how are they dissimilar?

O3

How is 'X' (setting from story being read) the same as 'X' (different setting from same story being read)?

How is 'X' (setting from story being read) the same as 'X' (different setting from same story being read) and how are they different?

Compare and contrast 'X' (setting from story being read) with 'X' (setting from different story). How are they alike and how are they dissimilar?