TRANSITIONAL READER PROMPTS (LEVELS J, K, L, M & sometimes N, O, P; DRA 18-28)

Self-Monitoring & Decoding Multi-Syllable Words	Fluency	Checking Comprehension
● *What can you do?* ● *Was there a tricky part?* ● *Reread and think about what would look right & make sense.* ● *Check the middle (or end) of the word. Does what you said match what you see?* ● *Chunk the word and think about what would sound right and make sense. If you need to, use your finger to help you.* ● *Do you know this word?* [Write a word that shares a spelling pattern with the word or the hard part of the word; example <u>out</u> for *b<u>ou</u>ntiful* or *un<u>cle</u>* for *tenta<u>cle</u>*.] ● *Is there a part you know? (Are there part you know?)* ● *Is there another word you know that looks like part of this word?* *ALWAYS ENCOURAGE THE CHILD TO REREAD THE SENTENCE after they figure out the word AND **THINK ABOUT THE MEANING** of that word in the sentence.	● <u>Phrasing:</u> *Try to read in phrases of two to three words. Then your brain can hold onto the meaning better.* (Frame 2-3 words for the st; 1)model, 2)echo read, 3)ask the student to read on their own.) ● <u>Rate:</u> *As you read each word, move your eyes to the next word so your brain can get a head start.* (From the left side, slide your finger over text to push the student's eye forward as they read.) ● <u>Expression:</u> *How would the character say that?* ● <u>Punctuation:</u> ○ Demonstrate reading with and without pausing for punctuation. ○ Discuss the *why* of pausing. *Punctuation at the end of a sentence gives the reader's eye a break.* OR *Some types of punctuation have an additional purpose like signaling that the author has asked a question or that the author is excited.*	SEE FLUENT STAGE PROMPTS

FLUENT READER PROMPTS

***These questions mostly *assess* student understanding. If a student is unclear about how to make sense of the text, be prepared to think aloud "Let me show you how I…" & teach a strategy "This is one strategy you can use…".**

Checking Comprehension & Vocabulary Knowledge		
Within the Text - Literal	**Beyond the Text- Interpretive**	**About the Text - Evaluative**
Nonfiction: ● *What did you learn on this page (or in this section)?* ● If a student does not include key details or seems to misunderstand the info: *Let's go back and reread each (or this) sentence (or paragraph) and stop to think about the information we are learning.* Fiction: ● *What happened in this part of the story?* ● *Tell me more about that.* ● If a student's response reveals misunderstanding, ask the student to reread to check for understanding. You might say: *I want you to check to make sure you're right about that. Would you reread…? While you're reading, be thinking about what is happening.* ● If the student continues to misunderstand, think aloud about how you made sense of the text. *When I read this part, I noticed that…*	Nonfiction: ● *What is the author's main idea on this page (in this section)? What in the text makes you think so?* OR *Which sentence in the passage best supports this idea?* ● *What is the most important thing you learned about ____? Why do you think so?* ● *What is the author trying to get the reader to understand about this topic (or issue)?* ● *Explain why ____ is important.* ● *Which idea in the text does this text feature support? What makes you think so?* Fiction: ● *What can you infer happened—using the clues in the text and your background knowledge?* ● *How do you think the character is feeling? What in the text makes you think so? How does this move the story forward?* ● *Which character trait does this character show? Which sentence in the passage/text/story best support the idea that (character) is (trait)?* ● *How did the character change? What did she/he learn?* ● *What is a theme that seems to be emerging? What are parts of the story that make you think so?* Vocabulary: ● *What is the meaning of (word) in this sentence? How do you know?* ● *What does this word (or phrase) mean? What clues did you use to figure that out?* (Clues may be a part of the word for which the student knows the meaning *or* a context clue like a synonym, definition, general clue, or visual image.) BE PREPARED TO THINK ALOUD ABOUT HOW YOU WOULD USE CLUES IN THE TEXT & YOUR BACKGROUND KNOWLEDGE TO ANSWER A QUESTION.	● *What is the author's purpose? Why do you think the author wrote this? What in the text makes you think so?* ● *What is the structure of this text? How is the structure connected to the author's purpose?* ● *What is the author's point of view? Which sentence explains or reveals this point of view?* ● *What is the text's structure? Why did the author organize the text in this way?* ● *How does the author develop the main idea in this text (or section of text)?* ● *Why do you think the author used the word(s)____ to describe____? How does that contribute to a key idea in the text?* ● *What type of text feature is this? How does it contribute to a bigger idea in the text?* ● *How would you describe the layout and design of this part of the text? How does that support the reader in making sense of the bigger ideas in the text?* ● *How did the author choose to start and end the text? Why?*

❖ Depending on the text, some questions may fall into a different category. For example, a main idea or a character's feelings or the meaning of a vocabulary word may be stated *explicitly*, requiring only a "within the text" response.

Based on work of J. Richardson (*Next Step Forward,* 2016) and I. Fountas & G. S. Pinnell (*Guided Reading, 2nd. ed.,* 2017).

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