

Comprehension Strategies, Scaffolds, and Prompts

Adapted from "The Next Step in Guided Reading" by Jan Richardson, Chapter 6 pg.183

Also use Fountas & Pinnell Prompting Guides for Assistance (can be found in LLI Kits)

Strategy & Scaffold	Description and Teacher Prompts
Clarify Vocabulary I didn't understand...	Students identify a word or concept that was unclear. What words or ideas were new or confusing to you? What strategies can you use to figure it out?
Retell I read...	Students remember and retell what they read. Tell me what you just read.
Visualize I see...	Students create a mental picture of an event, character, setting, etc., and draw it. What are you picturing in your head?
Predict I predict...	Students predict what will happen next in the story. What do you think will happen next? What makes you think that?
Make Connections This reminds me of...	Students think of personal experiences or other texts that relate to the story. What did this remind you of? Does this remind you of another story we've read?
Ask Questions Why... I wonder...	Students ask a question about the story. What questions are you asking yourself? What are you wondering?
Determine Importance The most important part is ...	Students identify the most important elements in the passage. What is the most important part of the story? What are the most important words you just read?
Summarize The main idea is...	Students synthesize the passage and write a short summary of the main events. Tell me in one or two sentences what you just read.
Infer I think...	Students read between the lines and make inferences that are not stated in text. What do you think the character is thinking here? What are you thinking now?
Evaluate I agree (or disagree) with the author because...	Students determine biases, form opinions, and make judgments based on information gathered from the text. How do you feel about the passage? What is your opinion? Do you agree or disagree with the author? How is the author trying to influence you?

"A powerful guided reading lesson at the fluent level has a strategy focus. After you model the strategy, the students silently and independently read a short text as you work with individuals to help them construct meaning by using the target strategy. "

- Use these prompts to assist/scaffold students during these reading conferences
- Each strategy should be taught in the context of comprehending text
- Always explain to the students how strategy being taught will help them understand what they read
- Text selection is very important. Choose books that will lend themselves to the strategy you are trying to teach. Be picky!
- Choose short chapter books, poetry, short stories, newspaper articles, magazine articles, and informational books
- Save longer chapter books for literature circles and self-selected reading
- Make sure the text offers a slight challenge and fits your focus strategy

REMEMBER:

The strategy is NOT the Goal. Constructing meaning is the Goal!

Ask yourself, "What do I do to help myself understand this text?"

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