Listening To Kids Read Aloud

**Guided Reading Level A**

**Before** reading you might say…..

\*Let’s read the title, look at the picture on the cover and think what this book might be about.

\*Point at and read the words you know.

**During** reading you might say…..

\*Point under the words.

\*Does it match? Were there enough words? (one spoken word matching one printed word)

\*Look at the picture and think about the story to help you.

\*What could help you figure that out?

\*Are you moving quickly from word to word?

**After** reading you might say…..

\*What’s the whole book about?

\*What happened?

\*What are you thinking?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level B**

**Before** reading you might say……

\*Let’s read the title, look at the picture on the cover and think what this book might be about.

\*Point at and read the words you know.

**During** reading you might say…..

\*Point under the words.

\*Does it match? Were there enough words? (one spoken word matching one printed word)

\*Look at the picture and think about the story to help you.

\*What’s going on here?

\*Are you moving quickly from word to word?

**After** reading you might say…..

\*What’s the whole book about?

\*What happened?

\*What are you thinking about what happened in this book?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level C**

**During** reading you might say…..

\*Check the picture/think about what’s happening in the book and use the first letter of the word to help you.

\*You recognized that (high frequency) word right away!

\*Notice the repeating words/pattern in this story.

\*What do you think will happen next? Why?

\*Listen as I read this part smoothly… now you try it. Can you try reading it without your finger? This will help you read more smoothly.

**After** reading you might say…..

\*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?

\*What is an idea you have about this story? Why did you say that?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level D**

**During** reading you might say …..

\*Check the picture/think about what is happening in the book and use the first letter/last letter of the word to help you.

\*I noticed you instantly recognized some (high frequency) words!

\*Notice the repeating words/pattern in this story.

\*What did you think about this part of the story?

\*Listen as I read this part smoothly without using my finger… now you try reading in a smooth voice using just your eyes.

**After** reading you might say …..

\*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?

\*What idea do you have about this story? Why do you think that?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level E**

**During** reading you might say …..

\*Do you see a part you know in this word?

\*Use what is happening in the story with the picture to help you

\*What did you think about this part of the story?

\*You don’t need your finger. Use your eyes.

\*Say it like the character would say it.

**After** reading you might say …..

\*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?

\*What idea do you have about this story? Why do you have that idea?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level F**

**During** reading you might say …..

\*Did you check across the word to make sure all parts are correct?

\*Use a word you know to help you.

\*Think about what’s going on in this part to figure out what the word means.

\*What is happening in this part of the story?

\*You reread and fixed this word. What helped you?

\*Make your reading sound like you are telling a story.

**After** reading you might say …..

\*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. Which are “big events” in the story and which are “little details?”

\*What happened in the story?

\*What was the book about?

\*What picture did you have in your mind that helped you to think about what happened in the story?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level G**

**During** reading you might say …..

\*Did you check across the word to make sure all parts are correct?

\*Use a word you know to help you.

\*Go back to the beginning of the sentence and think about what’s going on in this part to figure out what the word means.

\*What is happening in this part of the story?

\*You reread and fixed this word. What helped you?

\*Reread this part and make the words tell what is happening in the story.

**After** reading you might say …..

\*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. Which are “big events” in the story and which are “little details?”

\*What happened in the story?

\*What was the book about?

\*What happened to you that would make you feel like this character does now?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level H**

**During** reading you might say …..

\*Did you try all the *different* sounds of the letter/letters to help you with that word?

\*You fixed that word immediately, good going! Tell me what happened.

\*Use the punctuation in this part to help you read this like you are telling a story.

\*Stop and picture what is going on here….what are you thinking?

\*(Stop the child at the end of several paragraphs or pages…) What is happening at this point in the story?

**After** reading you might say …..

\*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. Which are “big events” in the story and which are “little details?”

\*What happened in the story?

\*What was the book about?

\*Find a part of the story that made you feel a certain way. Tell me why.

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level I**

**During** reading you might say …..

\*Did you try all the *different* strategies we use to figure out the word?

\*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.

\*(Stop the child at the end of several paragraphs or pages.) What is happening at this point of the story? What do you predict will come next?

**After** reading you might say …..

\*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. Which are “big events” in the story and which are “little details?”

\*What happened in the story?

\*What was the book about?

\*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….

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Listening To Kids Read Aloud

**Guided Reading Level J**

**During** reading you might say …..

\*How can you help yourself understand what that means/says?

\*Let me remind you how we break a word into parts (wondering= won+der+ing)

\*What are you picturing as you read?

\*Predict what is going to happen next in the story.

\*Read that again and try to sound like that character.

**After** reading you might say …..

\*What was the problem in this story and how was it solved? If the problem wasn’t solved, why wasn’t it?

\*Retell the story. Which are “big events” in the story and which are “little details?”

\*What was the book about?

\*What does the author want us to think about the story/character/information?

\*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….?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level K**

**During** reading you might say …..

\*How can you help yourself understand what that means/says?

\*Read this again and see if you can fix this word before you read on.

\*Retell the text/part of the text you just read.

\*Think about what’s happening in this part and read it with the meaning in your voice.

\*Read this part again trying to read it in longer phrases.

**After** reading you might say …..

\*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 about the story/character/information?

\*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…. ?

\*What were you picturing as you read?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level L**

**During** reading you might say …..

\*Read back and read ahead a little bit to see if it helps you figure out what that words says/means.

\*How can you help yourself understand what that means/says?

\*Read that again and try to sound like that character.

\*Retell the text/part of the text you just read.

\*What are you picturing as you read?

**After** reading you might say …..

\*How did what you know about this *genre* (kind of text) help you understand this story?

\*What is going on in this story?

\*What does the author want us to think about the story/character/information?

\*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…. ?

\*What were you picturing as you read?

Kids can and should read the same book more than once!

Listening To Kids Read Aloud

**Guided Reading Level M**

**During** reading you might say …..

\*How can you help yourself understand what that means/says?

\*Read this part again trying to read in longer phrases.

\*Read this part out loud in your best story voice, then reread silently, but hear it the same way in your head. Now read on and hear every sentence that way.

\*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?

**After** reading you might say …..

\*What do you know about this character? Show me a part where you thought that about this person.

\*What do other characters in the book think about (name character)?

\*How did this character change?

\*What is the big problem that is at the heart of this story? How does this problem exist in the real world?

\*What issues are the characters dealing with in this book? How do they deal with them?

Kids can and should read the same book more than once!