Listening To Kids Read Aloud

**Guided Reading Level N**

**During** reading you might say …..

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

\*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 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.

\*Retell the part you just read. How does this part go with the page before?

\*There’s no picture on these pages. Tell me what you’re picturing in your mind right here.

**After** reading you might say …..

\*Go back and reread a 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\_\_\_\_ (name a character)? What do they mean?

\*What does this description tell us about the character or the character’s life?

\*Did you find a *simile*? What is the author comparing here using the words “like” or “as?” Why?

\*How has this character changed?

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

Listening To Kids Read Aloud

**Guided Reading Level O**

**During** reading you might say …..

\*Is there part of this word that you’ve seen somewhere before? Use that part make some sense of what this word means.

\*How did you read this part and make it make sense to you?

\*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.

\*Retell the part you just read. How does this part go with the page before?

\*There’s no picture on these pages. Tell me what you’re picturing in your mind right here.

**After** reading you might say …..

\*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.

\*Has this character shown you that he or she is not all good or bad?

\*How is the *setting* of this book important to what happens?

\*What is the “big thing” the author is trying to say?

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

Listening To Kids Read Aloud

**Guided Reading Level P**

**During** reading you might say …..

\*How did you read this part and make it make sense to you?

\*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.

\*Retell the part you just read. How does this part go with the page before?

\*I noticed that this book has no/just a few illustrations, except for the cover. Tell me how you are picturing the main character. Keep reading, keeping up that detailed image in your mind.

**After** reading you might say …..

\*Look back at each chapter and think about what you found out in that chapter. Say it in one sentence.

\*What’s the important problem that’s at the heart of this story? How has it developed across the book so far?

\*How do other characters fit into the story? Why are they important to understanding the main character’s life?

\*Is there a character in the book that thinks 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?

Listening To Kids Read Aloud

**Guided Reading Level Q**

**During** reading you might say …..

\*Try saying the first part of the word, then the next, then the end.

\*This is a long word. Let’s practice reading across the whole word, bit by bit. Then, read it again until it feels easier to say.

\*Retell the part you just read. How does this part go with the page before? And the page before that?

\*How did you read this part and make it make sense to you?

\*I noticed that this book has no/just a few illustrations, except for the cover. Tell me how you are picturing the main character. Keep reading, keeping up that detailed image in your mind.

**After** reading you might say …..

\*What’s the important problem that’s at the heart of this story? How has it developed across the book so far?

\*Book 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.

\*How do other characters fit into the story? Why are they important to understanding the main character’s life?

\*Is there a character in the book that thinks 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?

Listening To Kids Read Aloud

**Guided Reading Level R**

**During** reading you might say …..

\*This is a long word. Let’s practice reading across the whole word, bit by bit. Then, read it again until it feels easier to say.

\*(in the beginning of a book) This is a longer book than you’ve been reading. Let’s plan out your reading life so that you can finish it this week.

\*(in the middle of a book) A lot has happened so far. This feels like a good time to stop and think back to the most important parts you read.

\*Who is the *narrator* in this story? Are there any parts where the narrator changes how s/he is telling the story?

**After** reading you might say …..

\*What is the big problem that the character is facing? What are some things that happened to tell you that it’s getting worse?

\*How do you think differently about the characters now than you did at the beginning?

\*Sometimes characters have ideas that we either don’t agree with or have not thought about before. Is there a character in the book that thinks 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?

Listening To Kids Read Aloud

**Guided Reading Level S**

**During** reading you might say …..

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*Who is the *narrator* in this story? Are there any parts where the narrator changes how s/he is telling the story?

\*(when encountering a difficult term or name) Listen to how I read this word. It’s pretty tricky. You may not have heard it before. 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. You can even write it down so that the spelling matches how you say it and keep that in the book as you read.

**After** reading you might say …..

\*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? How does it show something important about the characters or their world?

\*What is the conflict at the heart of this story? Where have you seen this conflict in other books or movies? How does this book present the 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 book?

Listening To Kids Read Aloud

**Guided Reading Level T**

**During** reading you might say …..

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*Who is the *narrator* in this story? Are there any parts where the narrator changes how s/he is telling the story?

\*(when encountering a difficult term or name) Listen to how I read this word. It’s pretty tricky. You may not have heard it before. 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. You can even write it down so that the spelling matches how you say it and keep that in the book as you read.

**After** reading you might say …..

\*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? How does it show something important about the characters or their world?

\*What is the conflict at the heart of this story? Where have you seen this conflict in other books or movies? How does this book present the 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 book?

Listening To Kids Read Aloud

**Guided Reading Level U**

**During** reading you might say …..

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*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?

\*(when encountering a difficult term or name) Listen to how I read this word. It’s pretty tricky. You may not have heard it before. 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. You can even write it down so that the spelling matches how you say it and keep that in the book as you read.

**After** reading you might say …..

\*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. Can you think of an example from this book? What does it say about the character that he or she is so attached to this?

\*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?

\*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 book?

\*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 those issues?

Listening To Kids Read Aloud

**Guided Reading Level V**

**During** reading you might say …..

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*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?

**After** reading you might say …..

\*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. Can you think of an example from this book? What does it say about the character that he or she is so attached to this?

\*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?

\*The big ideas in a story don’t grow only from one character’s experiences and thinking; we have to notice how all the characters connect to the big idea. What is a big idea you noticed in this book and which character connects with it?

Listening To Kids Read Aloud

**Guided Reading Level W**

**During** reading you might say …..

\*Use the commas in long sentences to tell you when to pause. Sometimes you may need to reread to the beginning of a sentence to make sure you understand how the whole thing goes together.

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*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?

**After** reading you might say …..

\*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. Can you think of an example from this book? What does it say about the character that he or she is so attached to this?

\*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?

\*The big ideas in a story don’t grow only from one character’s experiences and thinking; we have to notice how all the characters connect to the big idea. What is a big idea you noticed in this book and which character connects with it?

Listening To Kids Read Aloud

**Guided Reading Level X**

**During** reading you might say …..

\*Use the commas in long sentences to tell you when to pause. Sometimes you may need to reread to the beginning of a sentence to make sure you understand how the whole thing goes together. Try this one. Then try it again and see if you can go faster.

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*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?

**After** reading you might say …..

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

\*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?

\*The big ideas in a story don’t grow only from one character’s experiences and thinking; we have to notice how all the characters connect to the big idea. What is a big idea you noticed in this book and which character connects with it?

Listening To Kids Read Aloud

**Guided Reading Level Y/Z**

**During** reading you might say …..

\*Use the commas in long sentences to tell you when to pause. Sometimes you may need to reread to the beginning of a sentence to make sure you understand how the whole thing goes together. Try this one. Then try it again and see if you can go faster.

\*Books at this level often include words that have more than one possible meaning. Can you find a place where words like that came up? How did you solve the problem of deciding what it meant?

\*This chapter seems to present a different problem. How does this fit with what’s been going on in the other chapters?

\*Use your voice to show where phrases begin and end.

**After** reading you might say …..

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

\*What experiences have you had that help you think about the big ideas in this book?

\*What other books have you read that help you think about the big ideas in this book?

\*The big ideas in a story don’t grow only from one character’s experiences and thinking; we have to notice how all the characters connect to the big idea. What is a big idea you noticed in this book and which character connects with it?