

Guided Reading Skills List

<p><u>Directionality Skills</u></p> <p>Front and back of book</p> <p>Turn pages from beginning one at a time</p> <p>Locate the title</p> <p>Locate the first word, second word, third word...</p> <p>Turn the page after the last word on the page</p> <p>Answer questions: where is the title? Where is the first page we read? Where is the last page? What do we do when we get to the last word on a page?</p> <p><u>Picture Clues/Cues Skills</u></p> <p>Identify the picture.</p> <p>Use the pictures to help read the text</p> <p>Make predictions based on the pictures</p> <p>Read facial language in the characters</p> <p>Infer what is happening in the pictures</p> <p>Make sense of what is happening in the picture</p> <p>Explain how the picture relates to the text</p> <p><u>Comprehension Skills</u></p> <p>Main Idea</p> <p>Understanding Cause and Effect</p> <p>Summarizing</p> <p>Determining author's purpose</p> <p>Making inferences</p> <p>Distinguishing facts from opinions</p> <p>Distinguishing fantasy from reality</p> <p>Use contextual clues</p> <p>Make inferences</p> <p>Draw conclusions</p> <p>Understand figurative and literal language</p> <p>Understand characters</p> <p>Determine the setting and plot</p> <p>Make connections</p> <p>Determine the main idea</p> <p>Understand sequence</p> <p>Determine point of view</p> <p><small>@http://www.worksheetplace.com</small></p>	<p><u>Comprehension Continued</u></p> <p>Use supporting facts</p> <p>Visualizing</p> <p>Determining relevance and importance</p> <p>Questioning</p> <p><u>One to One Pointing</u></p> <p>Early readers follow word by word as each word is said</p> <p>Knows to hold finger on words longer when they are multi-syllables</p> <p>Point to requested words</p> <p>Point to requested pictures</p> <p>Points to all words—no omissions</p> <p><u>Decoding Skills</u></p> <p>Knows initial sounds</p> <p>Knows ending sounds</p> <p>Knows parts of word</p> <p>Knows prefixes and suffixes</p> <p>Sounds out unknown words appropriately</p> <p>Knows words with blends and digraphs at beginning and ending of words (ch, sh, th, pl, sl, ch...)</p> <p>When sounding out doesn't work, uses context or the picture to determine the word</p> <p>Knows high frequency words (<i>and, the, it, a, go, to, see...</i>)</p> <p>Knows similar sounding words (at –mat, sat, fat, I know at so this must be sat...)</p> <p><u>Context Clues</u></p> <p>Knowing when a word makes sense or not</p> <p>Re-reading a phrase to catch a possible error</p> <p>Knowing if a word sounds wrong</p> <p>Self-correcting when something doesn't sound right</p> <p>Backing up, re-reading to make sure it is right</p> <p>Making logical substitutions for unknown words</p> <p>Uses guess and check</p> <p>Reads ahead to determine what an unknown word may be</p> <p>Uses the picture clues to make sense of text</p>	<p><u>Fluency</u></p> <p>Reads at a steady pace vs a word by word fashion</p> <p>Pauses at commas</p> <p>Ends at a period at starts at the new sentence</p> <p>Pays attention to all punctuation marks while reading</p> <p>Reads phrases smoothly and quickly</p> <p>Repeats phrases to improve speed</p> <p>Reads with confidence</p> <p>Reads accurately without hesitation</p> <p>Reading speed is appropriate for the developmental level</p> <p>Uses accurate decoding and pronunciation</p> <p><u>Responding to Text</u></p> <p>Make logical predictions</p> <p>Use personal background information to relate to text</p> <p>Relate to text with personal experiences and background information</p> <p>Reflect on text read (I wonder...this makes me think of....reminds me of...)</p> <p>Wonder about certain aspects</p> <p>Make connections</p> <p>Predict</p> <p>Re-tell parts of the text</p> <p>Determine what they liked, what they didn't like and why</p> <p>Discuss vocabulary</p> <p>Describe favorite parts, characters</p>
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