



# TEACHING & PROMPTING

## for reader **behaviors** and reading **strategies**

**R**eaders progress through stages of reading development: reader behaviors and reading strategies are first introduced and modeled in whole-class lessons. Teacher-led small-group instruction provides a setting for students to try out reader behaviors and reading strategies with the help and support of the teacher nearby.

The goal of teacher-led small groups is to give students a chance to use item knowledge about phonics and words to read a text fluently while understanding the message. Groups can be arranged by strategy, level, or interest. Within the small-group meeting, students are to read the whole text. This can be accomplished by choral reading, whisper reading, or silent reading. Students orchestrate the use of multiple sources of information to problem solve the words and make sense of the text.

Readers progress through stages of reading development:

- **Pre-A/Emergent**— Levels A-C  
(Typical of readers in grades PK-K)
- **Early/Beginning**— Levels D-I  
(Typical of readers in grades K-1)
- **Transitional**— Levels J-P  
(Typical of readers in grades 2-3)
- **Fluent**— Levels Q-Z  
(Typical of readers in grades 4 and up)

This guide provides insight into reader behaviors and reading strategies taken on at each stage of reading development. It also contains prompts in the form of questions and statements that encourage students to apply the behaviors and implement the strategies of an active reader.

**Pre-A/Emergent**

Grades PK-K/Levels A-C

C is end-of-year goal in Kindergarten

C proficient mCLASS

**Early/Beginning**

Grades K-1/Levels D-I

I is end-of-year goal in Grade 1

J, K proficient mCLASS

**Concepts  
about Print**

- Reading is looking.
  - **Look at each word.**
  - **Read it with your eyes.**
- Check for directionality left to right and return sweep.
  - **Move your eyes as you point to each word.**
  - **Now take your eyes back here to do the next line.**
- Check for 1:1 match.
  - **Lift up your finger each time you say a word. Point to the word you are saying.**

**Word Study**

High-Freq Words,  
Decoding,  
Phonics,  
Vocabulary

- Build core knowledge of high-frequency words (30 words).
  - **Show yourself the word “\_\_\_\_\_.”**
- Attend to the print.
  - **Give wait time and point to the print. (Non-verbal prompt)**
  - **Run your finger under the word while you say it slowly.**
  - **Look at every letter.**
  - **What word does that sound like?**
- Use initial sounds & meaning to figure out unknown words.
  - **Get your mouth ready for the first sound and think about what would make sense.**

- Build core knowledge of high-frequency words (100 words).
  - **Show yourself the word “\_\_\_\_\_.”**
- Attend to consonants, short/long vowels, blends, digraphs.
  - **Run your finger under the word while you say it slowly. What word does that sound like?**
- Attend to the ends of words (consonants & inflectional endings).
  - **Run your finger under all the letters to the end as you slowly say the sounds. What word does that sound like?**
- Use word parts to solve words (for-got, to-day).
  - **Show yourself a part you know. Now cover up the known part and run your finger under the new part saying the sounds. What word does that sound like?**
- Use a known word to solve new words (look-crook).
  - **Do you know another word that looks like this one?**
- Break multi-syllabic words into parts (yes-ter-day).
  - **Show yourself the parts and think what would make sense.**

**Self-  
Monitoring**

- Use known words to monitor.
  - **Show yourself a word you know (ex: the). Now read that again pointing under each word.**
- Confirm meaning after using visual information.
  - **Reread. Does that make sense?**
- Reread after a TOLD (someone tells the reader a word).
  - **Reread after someone else tells you a word so you can remember the story/text.**
- Use multiple sources of information to monitor.
  - **You said \_\_\_\_\_. Does that look right and make sense?**

- Reread at point of difficulty.
  - **Why did you stop? What did you notice?**
  - **Reread and think about what would look like that word and make sense.**
- Confirm meaning after using visual information.
  - **Check on yourself. Do you know a word that sounds like (student's attempt) and makes sense here? Reread.**
  - **Were you right? How do you know? How else do you know?**
- Reread after a TOLD (someone tells the reader a word).
  - **Reread so you can remember the story/text after someone else tells you a word.**
- Use multiple sources of information to monitor.
  - **You said \_\_\_\_\_. Does that look right and make sense?**
  - **Something wasn't quite right. Can you find it?**

**Fluency**

- Attend to bold words.
  - **Say the dark word louder. Make it sound important.**
- Read with expression based on end punctuation & dialogue.
  - **Make your voice \_\_\_\_\_ when you see the \_\_\_\_\_ (end punctuation).**
  - **Make it sound like talking.**
  - **Read it like the character/author would say it.**

- Attend to bold words.
  - **Say the dark word louder. Make it sound important.**
- Read with expression based on end punctuation & dialogue.
  - **Make your voice \_\_\_\_\_ when you see the \_\_\_\_\_ (end punctuation).**
  - **Make it sound like talking.**
  - **Read it like the character/author would say it.**
- Read phrases of words fluently.
  - **Read these words together so they make sense. (Frame 2-3 words.)**
- Point with eyes only.
  - **Read it without your finger. (Put your finger back in only to problem solve words, looking for parts.)**

## TEACHER ROLE: Prompting reader behaviors

### Transitional

Grades 2-3/Levels J-P

M is end-of-year goal in Grade 2

N proficient mCLASS

P is end-of-year goal in Grade 3

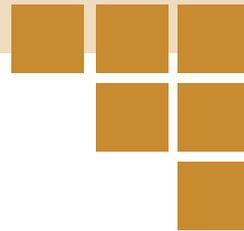
### Fluent

Grades 4 & up/Levels Q-Z

R is end-of-year goal in Grade 4

W is end-of-year goal in Grade 5

Y is end-of-year goal in Grade 6



- Attend to vowel patterns.
  - **Check the middle of the word.**
  - **Run your finger under the whole word while you say it slowly. What word does that sound like?**
  - **Do you know another word that looks like this one?**
- Chunk multi-syllabic words (prefixes/suffixes).
  - **Take a close look. Show yourself the first part.**
  - **Cover the ending and run your finger under the first part saying the sounds. What word does that sound like?**
  - **Break the word into parts and think what would make sense.**

- Monitor by attending to the middle & end of words.
  - **You said \_\_\_\_\_ . Does that look right?**
  - **Try that again and make sure it looks right at the beginning, middle, and end of the word.**
- Maintain meaning while quickly problem solving new words.
  - **What word does that sound like?**
  - **Does it look right and make sense?**
- Confirm meaning after using visual information.
  - **Reread and see if it makes sense now.**
  - **Were you right? How do you know? How else do you know?**
- Use multiple sources of information to monitor.
  - **What would look right and make sense?**
  - **Something wasn't quite right. Can you find it?**

- Read new books with greater fluency.
  - **Move your eyes forward quickly so that you can read more words together.**
  - **Are you listening to how your reading sounds?**
- Change expression when reading to match the tone of the text/character.
  - **Make your voice sound like talking when you see the quotation marks.**
  - **Make your voice show what you think the character feels/author means.**

- Solve words using background knowledge, embedded definitions, & graphics.
  - **What do you already know about that word?**
  - **Read on to see if the author describes more about that word.**
  - **Where could you look on the page to find out more about that word?**
- Use glossaries, dictionaries, & pronunciation guides to solve words.
  - **Where could you find more information about that word?**
- Understand figurative use of words.
  - **What does the author really mean by that?**
- Attend to vowel patterns, affixes, Greek/Latin roots.
  - **Try that again and make sure it looks right at the beginning, middle, and end.**
  - **Do you know another word that looks like this one?**
  - **Check for a prefix/suffix to help you break that word apart.**
  - **Break the word into parts and think what would make sense.**
  - **What does that word part mean?**

- Adjust reading rate to process a difficult text or problem solve new words.
  - **Say it slowly and run your finger under the word. What word does that sound like?**
  - **Break the word into parts and think what would make sense.**
  - **Reread and try that again.**
- Confirm meaning after using visual information.
  - **Reread and see if it makes sense now.**
  - **Were you right? How do you know? How else do you know?**
- Reread when the meaning or structure of sentence becomes confusing.
  - **When something does not make sense or sound right, reread and take a closer look at the letters in the word.**
- Use multiple sources of information to monitor.
  - **What would look right and make sense?**
  - **Something wasn't quite right. Can you find it?**

- Read with appropriate rate, expression, and phrasing.
  - **Listen to how your reading sounds.**
  - **Make your voice show what you think the character feels/author means.**
- Attend to punctuation when reading to reflect understanding.
  - **Change your voice according to what the punctuation marks mean.**
  - **Take a short breath when you see a comma (or a dash).**
  - **Set off the parentheses by stopping before and after them.**
  - **Make it sound like a story/text you listen to.**

# COMPREHENSION

## Grades PK-K Levels A-C

C is end-of-year goal  
in Kindergarten

C proficient mCLASS

- Retell events of the story.
  - **What did you just read about?**
- Make predictions based on the pictures.
  - **What do you think might happen next?**
- Predict ending of the story based on reading beginning & middle.
  - **Now that you know \_\_\_\_\_, what do you think will happen next?**
- Make connections between text & own experiences.
  - **What do you know about...?**
- Visualize an aspect of the story and draw it.
  - **Imagine what the story says. What do you see?**

## Grades K-1 Levels D-I

I is end-of-year goal in  
Grade 1

J, K proficient mCLASS

- Visualize aspects of text; draw & add labels.
  - **Imagine what the story says. Draw it. Add words from the story to label the picture.**
- Retell beginning, middle, and end.
  - **What happened first (next) (last) in the story?**
- Retell using a frame: 5-finger retell or “Somebody, Wanted, But, So, Then.”
  - **Who is in the story? Where/when did it happen? What was the problem? How was the problem solved?**
- Discuss character’s feelings.
  - **Why did the character do (or say) that?**
- Make predictions based on personal experiences.
  - **Based on what you know about \_\_\_\_\_, what do you think will happen next?**
- Make multiple predictions based on what was read.
  - **Did you change or confirm your prediction after reading further in the story?**
- Make connections about a character’s traits when reading a series (Little Critter, Frog & Toad).
  - **How would you describe this character? How has the character changed in the stories?**
- Differentiate between what is known & new information in the text (informational text).
  - **Tell something you learned from this text.**

## Grades 2-3 Levels J-P

M is end-of-year goal  
in Grade 2

N proficient mCLASS

P is end-of-year goal  
in Grade 3

- Retell the story—recalling events in sequence.
  - **What happened in the story?**
- Describe characters and how they change.
  - **What kind of person is \_\_\_\_\_?**
  - **How has \_\_\_\_\_ changed in this story?**
- Identify problem and solution.
  - **What was the problem/conflict?**
  - **What was \_\_\_\_\_’s greatest challenge?**
  - **How was that problem solved/overcome?**
- Summarize the most important parts of the text.
  - **What were the highlights of the whole passage?**
- Determine main idea & supporting details in informational text.
  - **What is this passage mostly about?**
  - **What is the point of this passage?**
  - **Identify key words and phrases that describe this topic.**
- Notice, name, and use text features.
  - **What did you learn from the text features?**
  - **If you wanted to know about \_\_\_\_\_, where would you look?**
- Make predictions using evidence from the text.
  - **What did the author write to make you think that will happen next?**
- Make predictions about characters based on traits.
  - **What do you know about the character that makes you think he will (do/say) \_\_\_\_\_?**

## Grades 4 & up Levels Q-Z

R is end-of-year goal  
in Grade 4

W is end-of-year goal  
in Grade 5

Y is end-of-year goal  
in Grade 6

- Retell the passage completely, accurately, and in order.
  - **What happened in the story?**
- Make and revise predictions based on personal experiences, content knowledge, and knowledge of similar texts.
  - **What do you think will happen?**
  - **What led you to that prediction?**
- Make connections to people of other cultures, distant places, or different periods of time.
  - **What do you already know about this topic?**
  - **What do you know about those people, that place, or that time period?**
- Determine main idea & supporting details in informational text.
  - **What is this passage mostly about?**
  - **What is the point of this passage?**
  - **Identify key words and phrases that describe this topic.**
- Integrate existing knowledge with new information from a text.
  - **How has this new information changed your view of \_\_\_\_\_?**