



# Questions to Ask During Guided Reading

During reading, the teacher goes from one student to the next for a **quick** conference. You can conference for a student's **grow goal**, for **fluency** and **decoding**, or for the lesson's **strategy**. You can also conference for **comprehension**.

## For Decoding or Solving Unknown Words<sup>1</sup>

- Find the part that's not quite right.
- What did you notice? (after hesitation or stop)
- Why did you stop?
- Try that again and say the first sound.
- What could you try?
- It starts like \_\_\_\_.
- It ends like \_\_\_\_.
- What do you notice that might help?
- Do you see a part that can help?
- Do you know a word that ends with those letters?


## For Comprehension<sup>2</sup>

- Does the text remind you of something you know or believe?
- What is going to happen next? How do you know?
- (for nonfiction) What does the author want you to learn at this point?
- What did the author mean by \_\_\_\_ ?
- What questions do you have about the text?

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<sup>1</sup> Check out *Word Matters* by Fountas and Pinnell

<sup>2</sup> Check out *Mosaic of Thought* by Ellin Oliver Keene

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- Which parts of the text are the most important? Least important? What clues did the author leave to make you think that?
  - Which images stood out as you read?
  - Tell me what you see when you read this part.
  - If you could only use a few sentence to describe this text, what would they be?
  - How does this \_\_\_ (paragraph, sentence, word) fit into the overall meaning of the text?
  - What did you learn from the pictures? Diagrams? Charts?
  - What information do you remember?
  - Did a word or phrase stump you?
  - What is the author trying to tell you about \_\_\_ (Friendship, love, loss, adversity, etc.)

### **Fluency**

- Listen to me read, then reread the phrase the same way.
- Pause at the punctuation.
- Try reading in chunks, or groups of words.
- Can you read the sentence again a little bit faster?
- How can you make those words sound the way the character feels?