

GUIDED READING: GOOD READERS STATEMENTS

Comprehension: My kid's doing _____. What do I do?!

If my child struggles with...	Here's how we can prompt him/her to practice that skill:
Main idea/determining importance.	Good Readers stop and think about what is important. They identify three-four important words/ideas in each paragraph. Look for repeated ideas.
Retelling/Summarizing	Good Readers stop and think about what is important. They identify who did what and use it to retell/summarize beginning, middle, and end.
Recognizing text structure	Good Readers notice patterns in the text. They look for clue words to identify how the author organized information.
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Visualizing	Good Readers use information from the text (and only from the text) to create a picture of the text.
Monitor Comprehension	Good Readers stop and visualize to see if they understand the text. If you don't, reread for details to picture in your mind.
Identifying a Theme	Good Readers know that authors often want us to learn a lesson. Look at how the characters solved a problem. What positive word would state what the characters learned?
Making character inferences.	Good Readers look for evidence about characters. They notice what the character says, does, and what others say about him/her.
Make reasonable predictions about a character's next actions	Good Readers use evidence about the character to make predictions. Look at what lesson the character learned and think about the next event that matches.
Identify cause-effect relationships.	Good Readers notice relationships between ideas. When you find an event, ask, "Why did this happen?" or "What will happen as a result?"