Date: _____

Guided Reading - Independent Session

1) The Predictor

(I think... I bet... I wonder...)

Good readers make predications before they read and as they read.

_____

_____

_____

_____

A prediction is a good guess about what you think you will find out about or what will happen next in a text.

2) The Questioner

(I wonder... who, what, where, when, why, how?)

Good readers ask questions all the time and read to answer them.

_____

_____

_____

_____

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.

3) The Clarifier

(List any unfamiliar words, answer any questions)

Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

_____

_____

_____

_____

Clarifying means making the meaning of the text clearer.
Clarifying helps you recognise when you don't understand parts of a text.

4) The Summariser

(This was about... I learned... First, next, then finally...)

Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.

_____

_____

_____

_____

Summarising a text means picking out the main ideas and leaving out anything that is not essential.

The Predictor

A prediction is a good guess about what you think you will find out about or what will happen next in a text.

Good readers make predications before they read and as they read.

Things that helps you make a prediction . . .

- Headings, pictures and other text features.
- The questions the author asks.
- Making connections to what you already know – your background knowledge and experience.
- Skimming, scanning and rereading the text.

Prediction sentence starters:

(a) Based on the title, subheadings, picture/diagram, etc), I predict that this page/chapter will be about...
(b) I think the next chapter (or page) will be about...
(c) From the questions I think that I will find out about...
(d) Based on (a clue), I imagine that...
(e) Based on what I know about... I believe that...

The Questioner

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.

Good readers ask themselves questions all the time while they are reading and read to answer those questions.

Ask 'teacher-like' questions:

What is going on...?

When is this happening?

Where is...?

Who will...?

How is...?

Why is...important?

Why is that happening?

How are _____ and _____ alike or different?

Why would happen if...?

What does ... mean?

How will it ....?

How come...?

What might...?

Why can...?

The Clarifier

Clarifying means making the meaning of the text clearer. Clarifying helps you recognise when you don't understand parts of a text.

Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

You read it but haven't got it when:

(a) The voice inside your head has stopped. The camera in your head or the movie stops.
(b) Your mind begins to wander.
(c) You can't remember what you just read.
(d) The questions you have are not answered.
(e) You have no idea what a word or phrase means or can say a word but don't remember what it means.

Clarifying or fix- it up strategies:

- Re-read the part you don't understand, you may 'get it' the second time.
  Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- Look at the text features for clues.
- Use a dictionary to look up words

The Summariser

Summarising a text means picking out the main ideas and leaving out anything that is not essential.

Good readers look for the main ideas as they read and can give 'the gist' of what they have read in their own words.

How to summarise what you read:

Look at the topic sentences - the first sentence in each paragraph.

Look at the concluding sentence or last sentence in each paragraph.

Answer the – Who? What? When? Where? Why? How? of the text.

Focus on key details.

Use key words and phrases.

Leave out little details that aren't important.

Write only enough to convey the gist.

Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.

Use a coding system as you read.

The Predictor

(You speak first)

You will tell the group what you think you will read about next.

What is the writer/text going to say now?

Preview the section and think about the main ideas (look at text features, chapter questions, etc.).

Consider topics you think will be covered and key vocabulary you might expect to come across.

Share your predictions first and then encourage all group members to add their predictions with reasons for them.

My prediction is... My evidence is...
Ask group members if they agree or disagree and to give their evidence
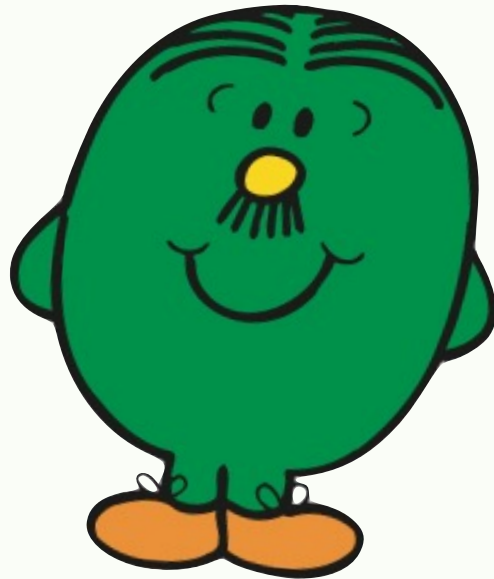
The Questioner

You will ask two questions about the reading. - After everyone has finished.

One is an on-the-surface question - who, what, when, or where. The other is an under-the-surface question - why, how, should, could, or would.

Work with the group to decide where the answer to these questions might be-in the reading, in the clues, in another source, or in the reader's mind.
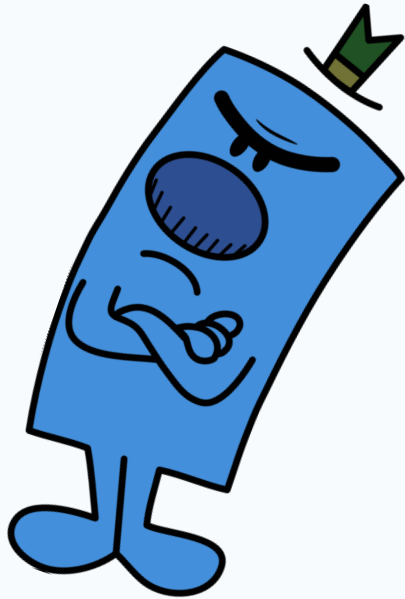
Make sure the group attempts to answer the questions.

My on-the-surface question is...Who? What? When? Where?

My under-the-surface question is... Why? How? Could? Should? Would?
Ask anyone else if they have a question.

Ask group members to answer the questions.

The Clarifier

You will first ask the group to help you clarify any words or ideas that you did not understand.

You will then ask anyone in the group if they need any words or ideas clarified.

Work with the group to determine meanings of unknown vocabulary or unclear ideas.

Make sure the group feels comfortable asking for clarification.

I need to have _____ clarified. Do any of you need anything clarified?

Remember to make groups members feel comfortable enough to state what they don't understand.
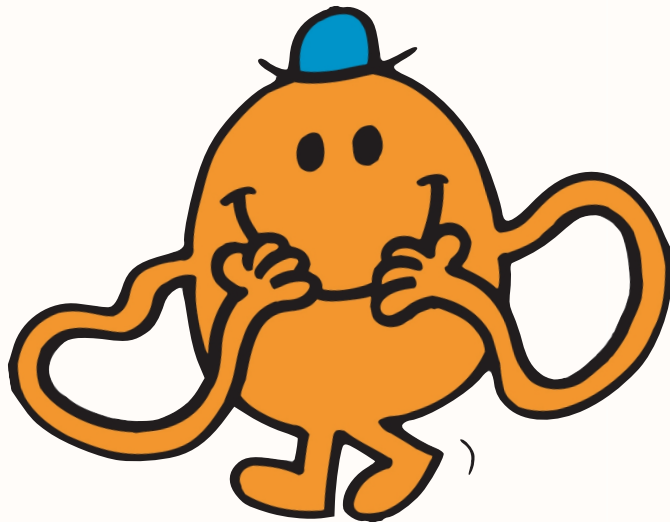
The Summariser

At the end, you will give a summary of the most important information from the reading.

You need to be able to explain the reading in two or three sentences.

Think about the main idea/s and the most important details. Use the text features e.g. headings, bold print, etc. to help you create a strong summary.

Think like the author and try to figure out what s/he wanted to tell you.

The group can help you if you get stuck or if they think you forgot something.

Here's what I think is most important from the text... My summary is...

Ask group members for their ideas.

The Boss

You are the organiser. Is everyone joining in?

Be fair, let everyone speak, but keep pace.

Assign your group jobs.

Remind everyone what their role is.

Introduce the text.

Does anyone need help or encouragement?