## Guided Reading Skills List

### Directionality Skills
- Front and back of book
- Turn pages from beginning one at a time
- Locate the title
- Locate the first word, second word, third word...
- Turn the page after the last word on the page
- 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?

### Picture Clues/Cues Skills
- Identify the picture.
- Use the pictures to help read the text
- Make predictions based on the pictures
- Read facial language in the characters
- Infer what is happening in the pictures
- Make sense of what is happening in the picture
- Explain how the picture relates to the text

### Comprehension Skills
- Main Idea
- Understanding Cause and Effect
- Summarizing
- Determining author’s purpose
- Making inferences
- Distinguishing facts from opinions
- Distinguishing fantasy from reality
- Use contextual clues
- Make inferences
- Draw conclusions
- Understand figurative and literal language
- Understand characters
- Determine the setting and plot
- Make connections
- Determine the main idea
- Understand sequence
- Determine point of view

### Comprehension Continued
- Use supporting facts
- Visualizing
- Determining relevance and importance
- Questioning

#### One to One Pointing
- Early readers follow word by word as each word is said
- Knows to hold finger on words longer when they are multi-syllables
- Point to requested words
- Point to requested pictures
- Points to all words—no omissions

### Decoding Skills
- Knows initial sounds
- Knows ending sounds
- Knows parts of word
- Knows prefixes and suffixes
- Sounds out unknown words appropriately
- Knows words with blends and digraphs at beginning and ending of words (ch, sh, th, pl, sl, ch...)
- When sounding out doesn’t work, uses context or the picture to determine the word
- Knows high frequency words (and, the, it, a, go, to, see...)
- Knows similar sounding words (at−mat, sat, fat, I know at so this must be sat...)

### Context Clues
- Knowing when a word makes sense or not
- Re-reading a phrase to catch a possible error
- Knowing if a word sounds wrong
- Self-correcting when something doesn’t sound right
- Backing up, re-reading to make sure it is right
- Making logical substitutions for unknown words
- Uses guess and check
- Reads ahead to determine what an unknown word may be
- Uses the picture clues to make sense of text

### Fluency
- Reads at a steady pace vs a word by word fashion
- Pauses at commas
- Ends at a period at starts at the new sentence
- Pays attention to all punctuation marks while reading
- Reads phrases smoothly and quickly
- Repeats phrases to improve speed
- Reads with confidence
- Reads accurately without hesitation
- Reading speed is appropriate for the developmental level
- Uses accurate decoding and pronunciation

### Responding to Text
- Make logical predictions
- Use personal background information to relate to text
- Relate to text with personal experiences and background information
- Reflect on text read (I wonder...this makes me think of....reminds me of...)
- Wonder about certain aspects
- Make connections
- Predict
- Re-tell parts of the text
- Determine what they liked, what they didn’t like and why
- Discuss vocabulary
- Describe favorite parts, characters

©http://www.worksheetplace.com