

Prompting for Independent Reading

- Did that make sense?
- Look at the picture? What is happening?
- What would make sense there?
- Try _____. Would that make sense?
- What is happening in the story?
- Cover the word. Predict what it could be.
- What do you think might happen next?
- What do you expect _____ to do/say next?
- Think about who is talking now.

Meaning Cues (Semantic)



- Did that sound right?
- Does that sound the way we talk?
- Is there a better way to say it?
- What word would sound right there?
- Can you say it another way?
- Try _____. Would that sound right?
- Listen to this (give 2 choices). Which sounds better?

Structural Cues (Syntax)



- Did that look right?
- Reread it. Get your mouth ready for that word.
- Say it slowly.
- Do you see part of the word you know?
- Try _____. Would that look like the word?
- Do you know a word that starts/ends with those letters?
- Could that word be _____?

Visual Cues (Graphophonic)



- Point to the words and read.
- Read it with your finger.
- Run your finger under the words.
- Was your finger under the word?
- Do the words match?
- Were there enough words?
- Did you run out of words?
- Were there too many words?

Voice-Print Match



Prompting for Independent Reading

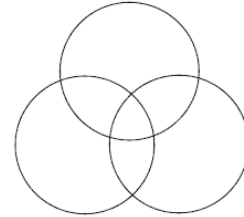
- Does that make sense **and** look right?
- Does that look right **and** sound right?
- Does that sound right **and** make sense?
- Think what would make sense, sound right, **and** look right.
- Try again. Make it look and sound right.
- You said _____. Is that right?
- Start over and listen to yourself.

- I noticed you looked at the picture to help you.
- I noticed you reread that part.
- You checked the word carefully.
- You made it make sense.
- You made it look right.
- You made it sound right.
- You found the tricky part by yourself.
- You reread it to notice the punctuation (. ? !)

- Were you right?
- Can you fix that?
- You said _____, then you said _____. Why?
- How did you figure it out?
- You were nearly right. Try that again.
- What is the hard part?
- Try again and think what would look right, sound right, and make sense.

- Read it like someone is talking.
- Look at the punctuation (voice goes up at ?, Down at period, a quick pause at comma)
- Read this part again, faster (model).
- Read this part together (to encourage phrasing).
- Listen to how your reading sounds.
- Read it with your eyes (not your finger).
- Sound like the characters who are talking when you see the quotation marks.

Cross Checking Multiple Source of Info.



Self-Monitoring



Self-Correcting



Fluency

