

Prompting for Decoding

Key Idea: Decoding is a prerequisite to comprehension. Support students in accurate reading by providing quick, simple, consistent intervention at the point of error. Use emotional constancy to maintain a positive Culture of Error.

- **Punch the Error/Mark the Spot:**
 - Repeat the word a student misread back, echoing and emphasizing the error. “He made his “es-CAP”?”
 - Reread the words immediately prior to the error, inflecting to show that the student should pick up. “He made his....”
- **Name the Sound or Rule:**
 - Name a sound or rule and ask students to apply it in a word: “Long A”
- **Chunk It:**
 - Help students “chunk” difficult words, by recognizing words-within-words. “Cover up the –tion. What do you have?” “Do you see any parts you know?”
- **Provide a Model:**
 - Read the word accurately and ask students to repeat it.
- **Affirm the Correction:**
 - Use simple, direct positive reinforcement when students read a word correctly. Reducing uncertainty (“was that right?”) helps students encode success and concentrate on what’s next. “You got it!”
- **Reread from the Beginning:**

After students correct an error, prompt them to reread from the beginning of the sentence to encode success and reinforce fluency.

Prompting for Prosody & Expression

Type of Disfluency	Possible Teacher Responses
Stilted reading: The student struggles with decoding the words, so reading lacks automaticity.	<ul style="list-style-type: none"> · Give a decoding prompt, then ask the student to reread. · Echo read: Model (or ask a student to model), then ask the student to reread.
Dropping words: The student reads quickly and drops words in the passage.	<ul style="list-style-type: none"> · Prompt the student to reread every word. · Restate what the student said, then ask them to reread. · “Reread and slow down, reading every word.”
Wooden reading: The student has automaticity but no expression.	<ul style="list-style-type: none"> · Point out important words or dialogue tags to emphasize, then ask the student to reread. (“It says ‘I don’t want to play,’ he said sadly.’ Can you make the words match the feelings?”) · Ask the student which words are most important, then ask the student to reread. · Ask for a specific expression (“Can you read that like you’re laughing?”) · Ask a comprehension question, then ask the student to reread. · Model, then ask the student to reread. ·
Syntax: Student reads without attention to punctuation, appositives, or grouping of words.	<ul style="list-style-type: none"> · Point out the missed punctuation or phrasing, then ask the student to reread (“What mark is that after the word, ‘stop?’ And what does it mean if there is an exclamation point there? Ok, reread with excitement”). · Model, then ask the student to reread. · Mark the student’s text to note pauses and/or groupings of words.

<p>Success! Student reads with expression that accurately reflects the meaning of the passage. This includes attention to syntax, dialogue tags, etc.</p>	<ul style="list-style-type: none"> · Praise the student and ask them to reread. · Praise and ask for a different interpretation. · Ask students to provide praise. · Let the student keep reading.
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