Prompts to Support the Use of Strategies

To support the control of early reading behaviors:

Read it with your finger.

Did you have enough (or too many) words?

Did it match?

Were there enough words?

Did you run out of words?

Try _____. Would that make sense?

Try _____. Would that sound right?

Do you think it looks like _?

Can you find _____? (a known or new word)

Read that again and start the word.

To support the reader's use of self-monitoring or -checking behavior:

Were you right?

Where's the tricky word? (after an error)

What did you notice? (after hesitation or stop)

What's wrong?

Why did you stop?

What letter would you expect to see at the beginning? At the end?

Would _____ fit there?

Would _____ make sense?

Do you think it looks like _____?

Could it be ____?

It could be ____, but look at ___.

Check it. Does it look right and sound right to you?

You almost got that. See if you can find what is wrong.

Try that again.

Prompts to Support the Use of Strategies

To support the reader's use of all sources of information:

Check the picture.

Does that make sense?

Does that look right?

Does that sound right?

You said (_____). Can we say it that way?

You said (_____). Does that make sense?

What's wrong with this? (repeat what the child said)

Try that again and think what would make sense.

Try that again and think what would sound right.

Do you know a word like that?

Do you know a word that starts with those letters?

What could you try?

Do you know a word that ends with those letters?

What do you know that might help?

What can you do to help yourself?

To support the readers' self-correction behavior:

Something wasn't quite right.

Try that again.

I liked the way you worked that out.

You made a mistake. Can you find it?

You're nearly right. Try that again.

To support phrased, fluent reading:

Can you read this quickly?

Put your words together so it sounds like talking.