

Do you want more powerful teaching? Using your running records, K-2 Detailed observations of students' literacy development

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If the child makes this type of error, use these teaching prompts

1. No action (waiting for help; stuck); Child Must initiate something

reread and try something, then I'll help

say the first sound, reread, and think about the story

look at the word and find a part you know, reread, think about the story

this part says _____, now reread

Purpose of the prompts is to help the child come up with a reasonable attempt and to integrate some visual information (looking at the print) with meaning and structure (rereading or looking at the picture)

2. Attempt that is not monitored: fits meaning and structure BUT does not match visual information (except maybe first letter); Child MUST learn to Monitor

try that again, something didn't look right;

you said _____, would you expect to see that letter?

it has to look right and go with the pictures

Purpose of the prompts is to help the child MONITOR visual information

3. Attempt that is not monitored: fits some visual information BUT does not make sense or fit the structure; Child MUST learn to Monitor

try that again, something didn't make sense

would we say it that way in the story? it has to tell a story

Purpose of the prompts is to help child MONITOR meaning and structure information

4. Any of the above errors BUT child asks the teacher if it is right: Child MUST learn to Confirm

Check it, say it slowly

Are you right? Check it

Say it like it is in boxes

Does it fit the story and pictures

It's your job to know if the word is right

Purpose of the prompts is to help child MONITOR details of visual information and integrate with MS

5. Attempt that is almost correct but not monitored: Fits meaning, structure, and some visual: Child Still MUST Monitor

try that again, find the tricky part

look at this part/letter (o in come, s in comes, a in came, et),

Purpose of the prompts is to help child monitor details of visual information

6. In order to move children to level 5 errors (multiple action problem solving attempts) use these prompts on one-syllable words

this is the part you know (teacher uses the masking card to show word part)

say this part (teacher uses the masking card to show part known by the child)

Teacher articulates a part of the word (usually the vowel)

say it like it is in boxes – Teacher uses the masking card to reveal each letter slowly, now reread

Teacher: this letter says --- (say the sound of the tricky part of the word for the child), now reread

You've looked at the word, show me the part you know (child MUST know something), now this part says _____, reread and get it in

Purpose is to teach child how to hear, locate and use visual information in short, regular one-syllable words. Teacher may support the child's solving by saying some parts of the word, BUT the child must independently solve the entire word and reread

7. In order to move children to level 5 errors (multiple action problem solving attempts) use these prompts on multi-syllable words

What part do you know? you know something about this word

sometimes long words have something at the end we know, do you see something at the end of the word you know (teacher cover up that part of the word with mask), now reread

This part of the word says (teacher shows the first or last syllable—the trickiest part), reread

Teacher: you saw this part and said mum (teacher cover up that part with mask), now what is this part? (teacher show next part of word), now reread

It's a long word, put the mask in and divide it into 2 parts

Purpose is to teach child how to hear, locate and use visual information in multi syllable words. Teacher may support the child's solving by saying some parts of the word, BUT the child must solve the whole word and reread