

# Prompts to Support the Use of Good Reading Strategies

To support the control of early reading behavior:

- ◆ Read it with your finger.
- ◆ Did you read 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 \_\_\_\_\_?

To support the use of self-monitoring or cross-checking behavior:

- ◆ Were you right?
- ◆ Where's the tricky word? (after an error)
- ◆ 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.

To support the 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?
- ◆ 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?