

Strategies to Model or Questions to Ask to Support Children's Progress during Independent Reading

For children reading A–B or 1–4 leveled texts:

- **To track print on one page:**
Where do you start reading?
Which way do you go?
- **To track print across two pages:**
Where do you go after that?
Which page do you read first?
- **To use pictures to get the meaning:**
I'm looking at the picture to help me figure out that tricky word.
How did the picture help me figure out the tricky word?
In level A–B texts, get meaning from the picture even if slightly different than text. In level C–D texts, get meaning from picture plus visual clues from text to get the right word.
Did your reading make sense? Did you check with the picture?
- **To point and say one word for each word on the page:**
I'm reading each word when I point to it.
Read each word with your finger.
Did it match?
Did you run out of words?
- **To use known words:**
Reread the sentence up to the mistake and start the first sound of the word. Have the child predict what would make sense.
Would _____ make sense?
Would _____ fit there?
Do you think it looks like _____?

For children reading C–D or 5–6 leveled texts:

- **To notice when something isn't right:**

Cover the child's mistake:

What do you expect to see at the beginning of (insert correct word)?

Show word:

Does it look right and make sense?

Why did you stop?

What did you notice?

Were you right?

- **To reread:**

Model rereading thinking of a word that would make sense.

Model rereading a sentence putting in a blank for the tricky word.

Encourage the child to reread the sentence putting in the beginning sound of the tricky word and reading to the end of the sentence.

- **To self-correct:**

Something doesn't make sense. Try that again.

You made a mistake on that page. Can you find it?

You're nearly right. Look for words you know. Try it again.

Model fluent phrasing compared to how child read it:

Try to make your voice sound just like mine.

- **To read fluently:**

Model fluent reading and have the child repeat. You may need to model the same sentences several times:

See how your voice sounds just like a teacher's voice when you read like that.

Model reading a sentence disfluently then rereading to improve your fluency:

See how I had to reread that sentence because it didn't make sense to me the way I read it at first.

- **To figure out unknown words:**

Wait at least 5 seconds to give reader a chance to figure out unknown word.

Model reading sentence putting in a blank for the tricky word:

What word would make sense?

Do you think it looks like _____?

Could it be _____ or _____? Run your finger under the word and check.

*Get your mouth ready. **or** Start the word.*

Model rereading a sentence after you have stopped to figure out an unknown word.