

Prompts and Teaching Points to Use During and After Reading, Early Level (D-1)

Decoding Strategies	Fluency & Phrasing	Comprehension (Oral Responses)
☐ Use M, S, & V. <i>Reread and get your mouth ready. What would make sense and look right?</i> Check the ending. (-s, -ed, -ing) ☐ Use known parts. <i>Is there a part you know?</i> Check the middle of the word. ☐ Look for contractions. ☐ Use analogies with known words. ☐ Do you know another word that looks like this one? ☐ Chunk big words. <i>Break the word into parts and think what would make sense.</i>	☐ Read it without your finger. ☐ How would he (the character) say that? ☐ Read these words together. (Teacher frames 2–3 words.) ☐ Teacher slides finger over text as the student reads. (The teacher's finger covers the word the student is reading so the student is forced to move his/her eyes ahead of what is being read.)	☐ Recall—<i>What did you read?</i> ☐ Retell—Beginning, Middle, End ☐ Inference—<i>Why did the character do (or say) that?</i> ☐ Predict—<i>What might happen next?</i> ☐ Problem-solution—<i>What problem did the character face, and how was it solved?</i> ☐ Character analysis—<i>How is the character feeling now? How would you describe the character? How has the character changed in this story?</i>