

| What I see in the student's running record | What I can do |
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| Rarely self-corrects | <ul style="list-style-type: none"> • Teach self-monitoring (checking that the words read make sense, sound right and look right) • Provide checking strategies such as re-reading, checking the picture and confirming visual information: "You said..... Does that sound right?" "Look at the picture." "Try this part again. Does that match?" • Use Guided and Shared Reading sessions to model and prompt for checking strategies |
| Reads slowly word for word | <ul style="list-style-type: none"> • Read familiar books with the student, focusing on fluency, not on decoding "Make it sound smooth, like talking." • Model reading with phrasing and fluency • Prompt during Guided Reading and Shared Reading : "Make it sound like talking." "Let's try smooth reading." • Use choral reading • Provide the student with books on audiotape • Pair the student with a fluent reader • Tape the student reading, then play back the tape • Encourage reading aloud in shared writing experiences • Find books that lend themselves to fluent reading (patterned text, songbooks, rhymes) • Choose books that hold a lot of interest for the student |
| Struggles with high-frequency words | <ul style="list-style-type: none"> • Create word banks and a word wall of high frequency words Encourage the student to use the words, sort them and refer to them • Select texts that include the high-frequency words. Before reading the text, look at the word(s) with which the student has trouble. Use magnetic letters, little cards or a whiteboard. Then find the word(s) in the text before reading the whole book. Say, "Find 'is' . Good, that says 'He is....' " • Emphasize high-frequency words often, such as during shared writing and when working with magnetic letters |
| Invents text (early stages) | <ul style="list-style-type: none"> • Prompt the student to use a finger as a 1:1 guide when reading, and say : "Point to the words. Does that match? Did you have enough words? Did you run out of words?" |