



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