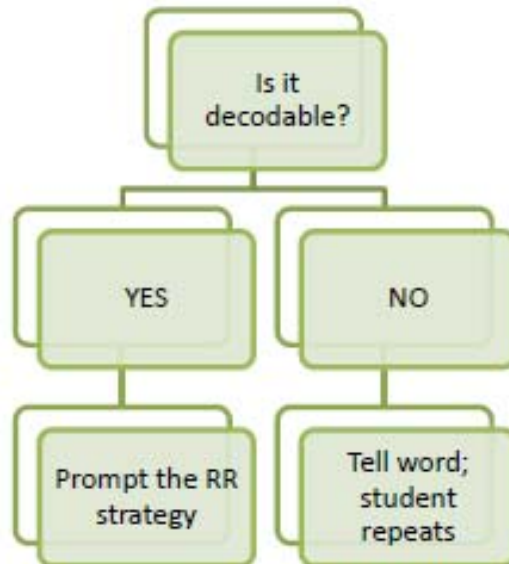


Use smart Error Correction Techniques to change reading behaviors!

If the student...	Say:
Guesses a word	<p>You said _____ (repeat what the student just said). <i>Did that make sense? Guessing a word will not help you! Try to sound it out. If it's really hard, I'll tell it to you. You should never guess. Try it again. Point and read. (Model or prompt for the Reading RULES! Strategy as needed.)</i> Later, just say: <i>No guessing.</i></p>
Substitutes a word that doesn't make sense	<p>You said _____ (repeat what the student just said). <i>Did that sound right? You have to listen to yourself when you read! If it doesn't make sense, go back and try to fix it up. Model if needed. Try it again. Point and read.</i></p> <p>Later, just say: <i>Make it make sense or Try it again.</i></p>
Substitutes a word that makes sense, but is wrong	<p><i>That made sense, but take another look. Remember, you have to make it match the words in the book. Read it again and make it match. Point and read.</i></p> <p>Later, just say: <i>Make it match.</i></p>
Inserts a word that is not in the book	<p>You said _____. <i>Do you see the word _____ in the book? You can't add extra words. Read it again and make it match! Point and read.</i></p> <p>Later, just say: <i>Make it match.</i></p>
Skips a word	<p><i>You skipped a word. You have to read all the words. Read it again and make it match. Point and read.</i></p> <p>Later, just say: <i>Make it match.</i></p>
Stops at a word that is not decodable or is very difficult, or if student is frustrated	<p><i>That word is _____. What's the word? Tell the word. Student repeats the word. Now, go back and reread the sentence. Student rereads the sentence correctly.</i></p>

When a student misreads a word or stops on a word...



MINIMAL SCAFFOLD

- **What should you do first? ...next?** (if student knows the RR strategy)
- **Try that part again.** (if student makes an error but can probably read the word)

MODERATE SCAFFOLD

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Look for parts you know• Do you see any letters you know?• What sound does this letter (these letters) make?• Do you see any parts you know? | <ul style="list-style-type: none">• Sound it out• What's the first sound?• Sound it out.• Can you sound out this part? Now sound out the next part... | <ul style="list-style-type: none">• Check it• Did that make sense?• Does it sound right? |
|---|--|--|

INTENSE SCAFFOLD

- Stop the student. All students turn books upside down and focus on the teacher.
- Write the word on the whiteboard.
- Guide students through each step of the RR Strategy. Model as needed.
- Student rereads the sentence in the book and continues reading.

Have student go back to the beginning of the sentence and read it correctly.