

## Corrective Feedback Prompts for Word Reading

If a child stumbles on a word while reading, an attentive adult can provide prompts that reinforce the logic of the written language. The first step in prompting a reader is for the adult to think about the word the child said and how it differs from the printed word. For example, did s/he neglect the E at the end of the word and say “tap” rather than tape? Or did s/he not register the consonants between the two vowels in tapping and, instead, say “taping”? Did s/he skip or misread the ending of a word? Or substitute or skip some letters in a word?

Once we’ve identified the error, then we can prompt for a correction.

Type of Word	Reading Error	Prompt
Words with short vowels	The child says “cat” for cut.	“Slide through each sound.” If necessary:[Point to the letter U] “That sound is /ŭ/. Repeat me: /ŭ/. Now slide through the word.”
Words with inflectional endings	The child says “land” for landed	“Base word?” [If necessary, cover the inflectional ending for the child.] [Uncover the ending.] “Ending?” “What’s the whole word?”
Words with final-e	The child says “tap” for tape. The child says “tape” for tap.	[Point to the end of the word.] “Is there an E at the end?”[Point to the vowel] “Long or short?” “Sound?” “Read the word.” Same prompts as above, though the child’s responses will be different.
Words with final-e and inflectional endings	The child says “tapping” for taping. The child says “taping” for tapping.	“How many consonants are between the two vowels?”[Point to the vowel] “Long or short?” “Sound?” “Read the word.” Same prompts as above, though the child’s responses will be different.
Words with final-y and an inflectional ending	The child says “friend” for fries.	[Cover the inflection ending] “What letter was at the end of this word before it changed to an i?” “Base word?” [Uncover the ending.] “What’s the whole word?”
Words that have soft sounds	The child says “kent” for cent.	“Is c followed by and i, e, or y?” [Point to the c] “Sound?” “Now slide through each sound.”
Words with phonics the child has not yet been taught.	The child guesses a word because the phonics necessary to read the word has not yet been taught.	“That word is _____. You haven’t yet learned how to sound it out.” “Say _____.”