

1- Initiating Problem-solving Actions		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> You can try something like...(model) This will help. Try...(model) You can reread and try ...(model). 	<ul style="list-style-type: none"> Try something. Look for something you know. Think about what might help you. What can you do to help yourself? You can try that again. That won't help you. Try to... 	<ul style="list-style-type: none"> You tried something to help yourself. You reread or looked at the first part or thought about the story... You tried to work that out. You _____ (name what student tried). Good you noticed and tried...

2 Searching for and Using Meaning		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> The picture can help you think about this part of the story. You can think about the story. You said _____. That doesn't make sense. Let's think about... 	<ul style="list-style-type: none"> Check the picture to see if there is something that might help you. Think about what you know about this character/story/part. Try that again and think of what would make sense. Are you thinking about the story? What s/he might say or do? Remind the student of the story context or meaning so far, e.g. 'what might she say right here after he...?' 	<ul style="list-style-type: none"> You were thinking about the story. You were thinking about what would make sense. You were thinking about what you know to help you. Did that make sense? You used the picture to help you.

3 Searching for and Using Structure		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> You said _____. That doesn't sound right. Let's reread. How would we say it if we were talking? Listen to this. (Model two choices). Which one sounds better? You can think about what it would sound like if we were talking. 	<ul style="list-style-type: none"> You said. _____ Does that sound right? Would _____ (model correct structure) sound right? Try that again and think what would sound right. Does that sound right? Does that sound like we talk? Try _____ (insert correct structure). Would that sound right? 	<ul style="list-style-type: none"> You made it sound right. (after problem-solving) That's how it would sound. You noticed it didn't sound right and you fixed it/tried it again. You reread to make it sound right.

Adapted from: *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*. Heinemann, 2009 & *Literacy Lessons Designed For Individuals*, 2nd Ed., Clay, 2016.

4 Searching for and Using Visual		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> You can read it again and start the first part. (Model rereading and articulate the first sound.) You can get your mouth ready to start the tricky word. (model) You can say it slowly like when you write it. (model) You can look for a part you know. (model) Let me show you what might help. (model) 	<ul style="list-style-type: none"> Get your mouth ready for the first sound. Does it look right? Look for something that would help. What can you see that might help? Do you know a word that looks like/starts like that? Look at this part (use finger or masking card). You know a word that starts/looks like... Say the first part/sound. This word works like ____ (prompt to another known word). Do you know a word that would make sense and look/start like this word? Say it slowly, like when you write it. Use your finger to look at the first/middle/last part. (When child has neglected an inflectional ending) This part says ____ (cover the ending) but look, there is more at the end. 	<ul style="list-style-type: none"> You said the first sound and it helped you. You were using your eyes. You read that again and looked at the first part. You thought about what would look right. You added the ending and now it looks right. You thought about a part to help you. You thought about another word to help you. You looked at all the parts of the word. Were you right? How do you know it's ____?

5 Looking at Word Beginnings		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> Listen to how I start it. Look at the beginning. You can get your mouth ready to say the first part like this. (model) Look at how I cover the last part so I can see the first part. (model) You can look at the first part and say the first sound. You can think about another word that starts like that such as ____ (known word with first sound). It starts like this _____. (show only first part and say the sound for them) 	<ul style="list-style-type: none"> That word starts like ____ (known word with first sound). Say the first part/sound(s). Cover the last part so you can see the first part. Get your mouth ready and start the first part. Do you know a word that starts like that? Look at this part. (show with your finger) Look at the first letter(s) and say the first sound(s). 	<ul style="list-style-type: none"> You got your mouth ready to start the word. You said the first part and that helped you. You noticed the first letter and made the sound.

Adapted from: *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*. Heinemann, 2009 & *Literacy Lessons Designed For Individuals, 2nd Ed.*, Clay, 2016.

6 Using Word Parts to Solve (Beyond First Part)		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> You can look at the first part, then the next part. (model with your finger or masking card) You can look for a part you know, like this. (model) You can cover the last part. (model) You can break the word apart, like this. (model) You can use your finger to break the word, like this. (model) You can look for a part that might help, like this part. (model) Look at this part (demonstrate). 	<ul style="list-style-type: none"> Cover the last part. Say the first part. Say more. Now say the ending. Show yourself the part that says... Do you know a word that has that part? Do you see a part that will help you? Look at the middle/end of that word. Does this help? (isolate part to look at) That's like _____ show or say a known word that has a part. Look for a part that can help. Where can you break the word apart? Use your finger to look for parts you know. 	<ul style="list-style-type: none"> You said it slowly and looked past the first part. You looked past the first part. You noticed there was more to that word (ending). You thought about another word to help you. You thought about a part you knew. You looked for a part you know. You used your finger to break the word apart. You looked at all the parts of that word.

7 Using Multiple Sources of Information (Integrating)		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> It has to make sense and sound right. It has to make sense and look right. It has to sound right and look right. It has to look right and make sense. Listen...(say whole sentence). It makes sense and looks right. Listen...(say whole sentence). It makes sense and sounds right. Listen...(say whole sentence). It makes sense, sounds right, and looks right. It has to make sense, sound right, and look right. 	<ul style="list-style-type: none"> Do you know a word that would make sense and look like/start like ____? Think of what would make sense and check with the letters. Does that make sense and look right? Does that make sense and sound right? Does that sound right and look right? Try that again and make it sound right and look right. Try that again and make sure it makes sense and looks right. Think of what would make sense and look/sound right. 	<ul style="list-style-type: none"> You made it look right and sound right. You made it make sense and look right. You made it make sense and sound right. Now it all fits together. You made it all fit together.

Adapted from: *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*. Heinemann, 2009 & *Literacy Lessons Designed For Individuals, 2nd Ed.*, Clay, 2016.

8-Self-monitoring		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> • Something didn't make sense (sound right or look right). You need to stop and try again. (model) • Watch me check it. (Reread, run your finger left to right under the problem word to confirm or to discount an attempt). • Watch me check it. (Reread using expression and intonation). Yes, that makes sense in the story or No, that doesn't make sense. • Watch me check. (Reread using expression and intonation.) That sounds right or No, that doesn't sound right. • It has to make sense and sound right. (model) 	<ul style="list-style-type: none"> • Were you right? (Ask after correct AND incorrect responses to establish checking.) • Where is the tricky part? OR Put your finger on the tricky part? • Something tricked you. Try that again. • Check it. • Something wasn't right. Try that again. • Something wasn't right. Try that again and make sure it (makes sense/ looks right/ sounds right). • You said _____. Does that make sense/ sound right? OR look right? • You said _____. Does that sound like how we could talk? • Could it be _____? Check to see if that looks right and sounds right? 	<ul style="list-style-type: none"> • You found out what was wrong/ the tricky part all by yourself. • Why did you stop? What did you notice? • Good you stopped because you noticed something wasn't right. • You knew something wasn't right. • You noticed and tried something else. • You made it look right and make sense. • You made it sound right and look right. • You noticed when it wasn't right and tried something else. • How did you know you were right? • How did you know it was _____? (after correct solving)

9-Self-correcting		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> • You can try it again and think what would look right to fix it. (model) • You can fix it by thinking what would make sense. (model) • You can try it again and think what would sound right. (model) • You can fix it by...(demonstrate). 	<ul style="list-style-type: none"> • You're almost right. Try that again. • You are nearly right. Try that again and think: What would look/sound right or make sense? • Are you right? How can you check yourself? • Something wasn't quite right. See if you can fix it. • You can fix that. • Work some more on that. • Try that again. 	<ul style="list-style-type: none"> • You noticed what was wrong and you fixed it. • You tried to fix it all by yourself. • You noticed it didn't make sense/ look right / sound right and you fixed it. • You went back and fixed it up. • You knew something wasn't right and you checked and fixed it. • You worked hard and fixed that part. • You...(name what all the child tried) and it worked.

10-Taking Multiple Actions at Difficulty		
Teach	Prompt	Reinforce
<ul style="list-style-type: none"> • You tried _____. You could also...(model reread, think about the story, look at...) • You looked at the word parts. Now reread and think about... • You tried one thing. Here's another thing to try. 	<ul style="list-style-type: none"> • You looked at the word parts. Now reread and think about... • You tried rereading. Now try to look at the word parts. • You tried looking at the picture. Now try... • You tried one thing. What's another thing to try. What else? • What else could help? What else? • How else could you figure this out? 	<ul style="list-style-type: none"> • You did _____ and _____ and you got it. • You tried more than one thing. • You worked hard on that part by... • That was good because you kept trying until you figured it out. • You figured out the tricky bit by... • That was really good when you... • What did you do that helped? What else?