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CORE ELEMENT & IDEAL STUDENT ACTIONS	TYPICAL STUDENT ERRORS	SUPPORT PROMPTS remember to name successes along with growth areas; do not pause a student at the point of error, but wait until the finish the full sentence to give feedback.	WHAT, HOW, WHY **Model**: Always model fluent reading to students (while they read along), before asking them to try themselves.
		Accuracy	
Punctuate (Accuracy) Begin to use punctuation to assist smooth reading	Reads straight through punctuation	**ENDING PUNCTUATION** • Let's try that again, but stopping at the period • Make your voice go up at the question mark, like this [model] • Make your voice louder at the exclamation point, like this [model] **MID-SENTENCE PUNCTUATION** • Pause at the comma • A dash means a long pause. Let's try this phrase with the pause included! **COMPLEX PUNCTUATION AND DIALOGUE** • Pause before/after the dialogue tag. • These two commas are working together! When a phrase is separated by commas, pause with each one. • A semicolon signals that two independent ideas are being combined into 1 sentence. Briefly pause when you read it.	**What:** When we punctuate, we pay attention to the punctuation marks the author put in the text, like commas, periods, question marks, and exclamation points. **How:** When you see a period, stop speaking. When you get to a question mark, make your voice go up on the last word. When you get to a comma, take a breather. When you get to an exclamation mark, make your voice louder and go up! **Why:** Punctuation gives us clues about how to read the text so that we can understand what the author and characters are thinking and feeling.
Decode (Accuracy) Students decode 95% or more of words in a text without difficulty.	Gets stuck on irregular or multisyllabic words	In MS grades, use any of the following prompts to support decoding struggles: 　o Does that make sense? What do you think is happening in the story? 　o You said ___. Does that sentence make sense? 　o Read through the word. Let's sound it out syllable by syllable. 　o Look for the root word. 　o Do you recognize a prefix? A suffix? 　o Have you seen that vowel combination before? 　o Try that word again with a long 'o'. 　o Where's the tricky word? Do you know any words like this one? 　o Why did you stop? Were you right? Keep going. 　o Can you read a bit louder? Show me your confidence. 　o [Model] Listen to how I fix my mistake then keep reading.	**In MS, this is typically spiraled with other bottom lines unless a child is receiving specific decoding instructions.**

Re-Read (Accuracy) Reread to problem solve and confirm new words.	Doesn't reread to confirm meaning	• Now read that again all together. • After you've unpacked a tricky word, let's go back to reread so you don't lose any meaning!	**What:** When we reread, we go back to the beginning of the sentence after we've paused and read it all together. **How:** After you spend some time decoding a new word, go back to the beginning of the sentence and read it quickly! **Why:** When we reread, it helps us put the whole sentence together to make meaning so we can understand the story.
Rate/Automaticity			
Speed (Automaticity/Rate) Move through the text at appropriate rate based on reading level and prosody	Reads slowly	**SPEED** • Try that again, but see if you can increase the speed. • Can you read it more quickly? • Can you read that whole word at once? **MODULATION** • In your own words, what was that sentence about? (If only gist, they may have read too fast. If not at all, they may need to speed up.) • This section is pretty dense. Let's slow down because this description requires extra thinking! • Experienced readers modulate their speed based on what is happening in the text. Do you think this dialogue should move quite so fast?	**What:** Today you're going to use strategies to help us read quickly. This is different from phrase reading because you're going to be timed! **How:** You read with speed by applying the quickest word solving strategy for appropriate words. **Why:** Reading with speed helps you retain meaning over a longer text.
Prosody			
No Monotone/ Intonation (Prosody) Changing the pitch (rise and fall) of one's voice to match the meaning of the text	Reads story with a monotone/ without expression	**INTONATION I** • [Model expressive reading and ask], can you read it like this? • Let's try it again, but more like how you'd speak it.	**What:** When we read with intonation, we read like we're speaking! **How:** As you read, make your voice go up and down like you do when you're talking. **Why:** If we can read how the author and the characters are talking, we'll understand the story better!

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| Stress (Prosody) Emphasize key syllables or words to create meaning. | Accentuates the wrong syllables in a way that doesn't make meaning. For example, "He lied TO her," instead of "He LIED to her." Or, "RElied" instead of "reLIED" | **STRESS I - SYLLABLES**
• Tell me the sentence. Oh, that time, you said, "He LIED to her." What word did I stress? Good, read it again.
• That word is "reLIED." Do you know what that means? (Vocabulary drop) Read the sentence again.

STRESS II - WORDS
• Does the author give you clues about which words to stress? Do you see bold, italics, or capitalized text?
• [Rollback]: You said, "He lied TO her."
• What's the most important word in this sentence?
• How do you think the author wants you to say those words?
• | **What:** When we read with stress, we make certain words and syllables POP!

How: As you're reading look for clues about the words the author wants you to stress, like bold text, italics, and uppercase letters. When you don't see those clues, think, "What's the most important word in this sentence?" or "How would I say this word in a sentence?" Make that word or syllable pop!

Why: When we stress certain words and syllables it helps us better understand what the characters are saying, which helps us understand the story. |
| **Read with Expression** (Prosody) Read embodying a character's emotions | Reads with inflection but no recognition of a character's feelings | **EXPRESSION I: FEELING**
• [Model expression.] Try it like me!
• What's happening in the story? Can you reread this part, so the words match the feelings?

EXPRESSION II: DIALOGUE
• Can you make your voice sound like [a character in the story]?
• How would this character be speaking right now? With what tone?
• Look at (dialogue tag). What does that tell us about how the character should be speaking? | **What:** Reading with expression is telling the story with your voice, and taking on the voices of the characters.

How: Think about the part of the plot. Determine what the character is feeling. Read the dialogue in a way that matches the character's feelings.

Why: Good readers have to listen to the story they are reading and make sure they understand what is happening or who is talking. |

Coaching Protocols

1-1 Coaching

Use the following protocol to support 1-1 instruction.

Prework	• Pre-select the section of the text that will allow a student to practice their goal
Get Started	• Ask the student to identify their goal. (These can be provided to students on bookmarks or listed on a chart.)

Read!	• Have the student read with this goal in mind:
	   o If reading is strong, celebrate! Have the student keep working on this goal or advance the student to a new goal using the prompting guide.
	   o If the reading isn't strong, model for the student. Ask them to notice what you do and stamp the take-away. Then, have them re-try. Repeat until they succeed.

Small Group/Whole-Class Protocol

Model Read	Teacher models a passage from the class's reading for the day (e.g., the class novel); students follow with a writing utensil. T reviews and discuss any unfamiliar vocabulary. • The selection should take less than a minute to read.
Choral Read	Group repeats chorally once

Partner Read	• S's read to a partner who listens;
	   o Students are seated in stronger weaker partnerships, so the further along student can go first as an extra model
	   o If available, reader names they goal they are working on.
	   o If their partner makes an error, say: "Can we pause there and retry this sentence?"
	• Student retries (importance is to read w/fluency, not necessarily finish the paragraph)
	• Switch
	• Meanwhile, T jumps into groups for 1:1 coaching (see above for details)

Celebrate [time permitting]	Optional: • Call on 1-2 students to "perform" part of the reading for the class: low stakes, positive, and does not have to be perfect. • Pose a discourse prompt to affirm students' increased understanding of the passage after having built fluency.