

Patterns of Response at Difficulty During Reading M. Fried 2020

< Low Limited Limited Action Active Highly Effective >SXS

Passive	Appeals for Help	Limited Attempts	Active	Highly Effective
No action	Turns to T for help	Checks the picture, tries a word cued by the picture independently	Independently acts to solve using more than one source of info.	Independently uses multiple sources of information Actively works to solve
Sits and waits	Asks for a Told	Rereads one or more times Sometimes sc	Actively searches more than one source of information consistently	Independently monitors and makes multiple attempts Often sc
Engages in off task behaviors (OTB)	May exhibit OTB/EOT	Sounds first letter/or several letters	Many errors are fully integrate MSV	Skilled at careful monitoring Sometimes needs a prompt
Eyes off the text (EOT) Looks at the teacher	May be aware of error but no other attempt (monitors) May use M & S but little or no visual GVD NM	Uses M & S but not V May respond saying 'No' after monitoring but make no second attempt Learning to make more than one attempt	Is more consistent in monitoring and often self-corrects Usually monitors GVD	Skilled at TWA and using analogy Solves multi-syllabic words efficiently Excellent sc ratio
Teacher	Teacher	Teacher	Teacher	Teacher
<ul style="list-style-type: none"> Quickly offers a Told or support in RAK Offers a choice of 2-3 words [EARLY] Demonstrates an action to take Prompts to look at print/think about story Demonstrates how to check after an attempt Deal with OTB/EOT: <i>Reveal, Replace, Rationale, Remind, Reinforce</i> 	<ul style="list-style-type: none"> Demonstrates 'Y' <i>'Before I help you, you must try a word that fits the story' I'll say 'you try it' then you have to try a word.'</i> A try is followed by a T Prompt to check 	<ul style="list-style-type: none"> Reinforces any action taken and prompts for using a second source of information T prompts child to check and verify attempts 	<ul style="list-style-type: none"> Prompts efficiently using economy of language Reinforces independent reading work even when not always successful Prompts and encourages more than one attempt Reinforces multiple attempts 	<ul style="list-style-type: none"> Checks/clarifies child's understandings of words/concepts Prompts efficiently Prompts for careful monitoring when needed 'TTA' May need to demonstrate TWA on a multi-syllabic word May supply irregular words and explain exceptions (<i>knee / tonight/vacation/ caught</i>)