

Table 1. Wood's Levels of Contingent Support for Learning Applied to Reading Recovery

Level of Support	Examples of Reading Recovery Teacher Responses
1—Generic verbal prompt	<ul style="list-style-type: none"> • Good, you noticed something. • Are you right? • Something tricked you. • Try that again. • You worked that out by yourself. • How can you help yourself?
2—Specific verbal prompt	<ul style="list-style-type: none"> • What else can you hear? (writing) • Say it as you write it. (writing) • You know a word that starts like this. (reading) • Does it look right and sound right? (reading)
3—Specific verbal prompt with nonverbal scaffold	<ul style="list-style-type: none"> • (Demonstrates slow articulation) <i>b–a–t</i> (writing) • Drawing Elkonin boxes—(writing) • (While masking off with her finger or a white card, asks) Do you know a word that starts like this one? (writing or reading) • (Demonstrates a slow check, running finger under the word while saying) <i>w–e–n–t</i> (reading)
4—Prompt that prepares for next action	<ul style="list-style-type: none"> • What letter goes on the end to make it look right? (writing) • (To help the child write a word using analogy) You know this word (writes look) and you're trying to write a word that sounds and looks like this one; try it up here. (writing) • (While masking off the first part with her finger, articulates the beginning letter cluster) <i>St–</i> It starts like your name. (reading)
5—Teacher demonstrates action	<ul style="list-style-type: none"> • (Tells what needs to be done specifically and writes –ed at the end of the word) It needs this at the end to make it look right. (writing) • (Demonstrates letter formation with language to show movement, e.g., forming the letter 'e') Across and around. (writing) • (Demonstrates cross-checking one source of information with another by rereading for the child) Father Bear went down to the... (teacher covers end of 'river') Let's get this part started. (Child and teacher jointly say 'riv'). Now look at the last part. (Teacher slides finger to reveal 'er'. Child solves word.) Does that look like 'river'? Does it make sense? Does it sound right?

Adapted from: Lose, M. K. (2007). Applying Wood's Levels of Contingent Support for Learning in Reading Recovery. *Journal of Reading Recovery*. p. 19).