



# How to Correct Students' Reading

Imagine that a student must read the word *mast*.



**mast**  
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Did the student correctly read the word the fast way?

Not Yet

Yes

Did the student read the correct sounds?

Yes

Did the student read the sounds without pausing between any of them?

Yes

Say, "Touch and read it fast."

Not Yet

Not Yet

## Wrong Sound

Point to the error, and say, for example, "This sound is /t/. What sound is it?... Read the word again."

## Pauses

### ELIMINATE THE PAUSES

Say, "Touch and read the word again slowly, but—this time—don't pause between any of the sounds."

### ISOLATE THE ERROR

For example, cover all but the first two sounds, and say, "Touch and read just the first two sounds without pausing between them."

### MODEL IT

Say, "My turn to touch and read those sounds slowly without pausing: /mmmaa/. Your turn."

### SAY IT SIMULTANEOUSLY

Say, "Let's read those sounds slowly together three times without pausing between the /mmm/ and /aaa/."

Of course, all of your corrections should be patient and kind. Smile while you correct. Errors are exciting opportunities to learn something new. Students will believe this if you praise them for their perseverance through an error more than you praise them for getting it right the first time.

If a student becomes too frustrated to continue, you can return to the error later. Just say, "My turn to touch and read it fast: *mast*. Your turn to touch and read it fast... Next word." However, it's much more common for instructors not to stick with an error long enough. If you cheerfully persevere, the student usually will too.



Say, "Yes, like, 'The sailboat has a tall mast.' Next word."