

System of Least Prompts for Literal Questions

Level 1	Look back 	NS Verbal "Look back in the text". Re-read. Wait time. Repeat the question.
Level 2	Look here "Let's see if the answer is in this section." Point and reread. Repeat the question.	Direct Verbal
Level 3		Model Silently point to the answer. Repeat the question.

Goal: Provide student a chance for unprompted answer

***Self-generated response**

1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
 1. If correct, provide specific feedback
 2. If incorrect, follow SLP until student provides the correct answer

Provide Response Options
For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer...
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it

Visual SUPPORT
Wait time.
Reveal answers.
Repeat the question.

What type of living thing is a butterfly?

Correct Answer

Erika, what type of living thing is butterfly?

It's an insect!

Great answer Erika, a butterfly is an insect!

What type of living thing is a butterfly?

CHALLENGING EXPECTATIONS • EXCEEDING GOALS
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

CHALLENGING EXPECTATIONS - EXCEEDING GOALS
ACADEMIC PROFICIENCY
STANDARD

Error Correction

What type of living thing is a butterfly?

Curtis, what type of living thing is butterfly?
 It's a cow!
 Lets read this paragraph again...
 I don't know
 Lets read this sentence ...
 A caterpillar
 Pointing to insect in text
 Insect!
 Yes an insect! Great looking in the book.

Level 1

Look back

"Look back in the text"
 Re-read
 Wait time.
 Repeat the question.

Level 2

Quick Read

"Let's see if the answer is in this section."
 Read and repeat.
 Repeat the question.

Level 3

Direct Verbal

"Identify point to the answer"
 Repeat the question.

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System of Least Prompts for Literal Questions

LEVEL 1

Level 1

Look back

NS Verbal

"Look back in the text"
 Re-read
 Wait time.
 Repeat the question.

A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

First an egg is fixed to a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

Goal: Student uses a smaller section of text to find the answer.

- Verbally prompt student to sentences around and including the answer
- Reread the sentences
- Utilize student's wait time
- Repeat the question

* Touch each potential answer on response board as you read it

System of Least Prompts for Literal Questions

LEVEL 2

Level 2

Look here

"Let's see if the answer is in this section."
 Point and reread.
 Repeat the question.

A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

First an egg is fixed to a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

Goal: Student re-listens and hears answer or only looks for answer within one sentence.

- Point to and read sentence with answer while student finger points
- Utilize student's wait time
- Once student stops looking or you anticipate they will not find the answer...
- Repeat the question
- Touch each potential answer on response board as you read it

System of Least Prompts for Literal Questions

LEVEL 3

Level 3

Model

Silently point to the answer.
Repeat the question.

Goal: Student focuses and sees the answer and mimics the teacher's model.

1. Silently point to the answer
*After looking, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer...
4. Repeat the question
5. Touch each potential answer on response board as you read it

System of Least Prompts for Literal Questions

LEVEL 4

Level 4

Full Physical

Student touch answer board.

Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text...
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback

System of Least Prompts for Inferential Questions

Level 1

NS Verbal

"Look back in the text".
Reread.
Wait time.
Repeat the question.

Level 2

Direct Verbal

Engage in Think Aloud
"I see a clue".
Point and reread.
Repeat the question

Level 3

Model

Silently point to the clue(s).
Repeat the question.

Goal: Provide student a chance for unprompted answer

***Self-generated response**

1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
 1. If correct, provide specific feedback
 2. If incorrect, follow SLP until student provides the correct answer

Why were Japanese-American citizens sent to camps?
Was it because _____?

Provide Response Options
For students who do not generate an answer without support. Most students should not need this support

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer...
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it

Visual SUPPORT
Wait time.
Reveal answers.
Repeat the question.

System of Least Prompts for Inferential Questions

LEVEL 1

Level 1
Look back
NS Verbal
"Look back in the text".
Re-read
Wait time.
Repeat the question.

Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
2. Reread the sentences
3. Utilize student's wait time
4. Repeat the question

*Touch each potential answer on response board as you read it

System of Least Prompts for Inferential Questions

LEVEL 2

Level 2
A clue
Direct Verbal
Engage in Think Aloud
"I see a clue".
Point and reread.
Repeat the question

Goal: Student re-listens and hears a clue or only looks for clue within or sentence.


1. Point to and read sentence with clue while student finger points
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the clue...
4. Repeat the question

*Touch each potential answer on response board as you read it

System of Least Prompts for Inferential Questions

LEVEL 3


Level 3



Model
Silently point to the clue(s).
Repeat the question.

Goal: Student focuses and sees the answer and mimics the teacher's model.

1. Silently point to the answer
*After attaining, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer...
4. Repeat the question
*Touch each potential answer on response board as you read it



enjoyed each other's cultures.

The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor is in the state of Hawaii.


hearing stories that

Japanese-Americans were go...

System of Least Prompts for Inferential Questions

LEVEL 4


Level 4



Full Physical
Student touch answer board.

Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text...
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



American citizens sent to camps? because _____?

they were bad

Japan attacked Pearl Harbor

they wanted hamburgers
