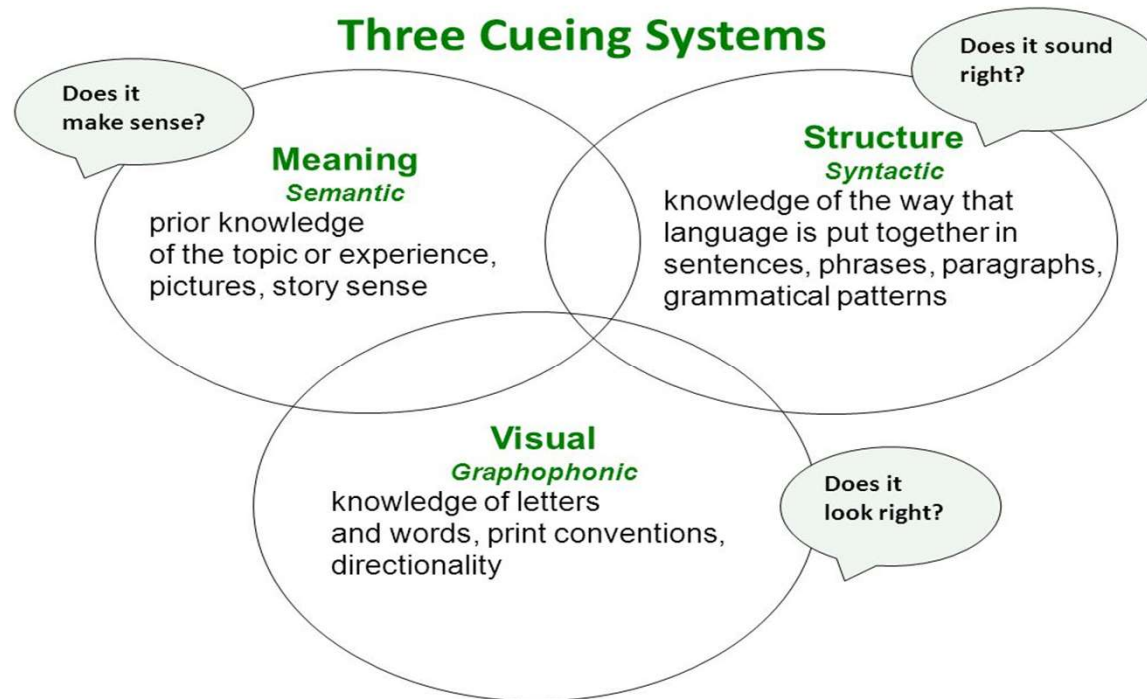


WHAT IS YOUR CONTINGENCY PLAN? EFFECTIVE SCAFFOLDING DURING GUIDED READING

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2019 Literacy Conference
Concordia College Moorhead, MN

HOW DO WE KNOW WHAT TYPES OF PROMPTS TO PROVIDE?

We consider the cueing systems that result in effective reading



DOMAIN CONTINGENT PROMPTS

Domain contingency relates to decisions about **what information** to focus on while scaffolding. A domain contingent prompt to a child's unsuccessful word-solving attempt prompts the student to use a neglected source of information (Meaning, Structure, Visual cueing info)

The idea behind domain contingent prompts is to discern which cueing system the reader *is not* using, and then give her a prompt that nudges her to consider that source of information to help her solve the word.

INSTRUCTIONALLY CONTINGENT PROMPTS

Instructional contingency relates to decisions about **how much information to provide the reader** while scaffolding

The idea behind an instructionally contingent prompt is to discern whether the reader needs **MORE, LESS, or THE SAME AMOUNT** of information to successfully solve the word.

INSTRUCTIONALLY CONTINGENT PROMPTS

- When the reader is *no closer to solving the word*, an instructionally contingent prompt **increases the amount of information provided.**
- When the reader is *closer to solving the word*, an instructionally contingent prompt **either decreases or maintains the amount of information provided.**

References

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