

# Self-Correcting While You Read

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_ / 10



## Quick Review

Even good readers make mistakes. The trick is to NOTICE when something doesn't make sense and try again. Use the rest of the sentence — the CONTEXT — to fix the mistake.

## PRACTICE

Read each sentence carefully and choose the BEST answer.

1. A reader reads: “*She broke the cup and a little water spilled on the floor.*” But the word in the book is **cap**, not **cup**. How should the reader fix this?
  - A. Keep reading without looking back.
  - B. Notice that *cup* makes more sense and go back to re-read.
  - C. Stop reading the whole book.
  - D. Ask a teacher to skip the page.
2. Which CLUE in a sentence helps the most when a reader has the wrong word?
  - A. the size of the print on the page
  - B. the other words around the word and what makes sense
  - C. the page number
  - D. the color of the picture
3. A reader says, “*The cat climbed the **frog***” but the picture and story are about a tree. The reader should —
  - A. leave the mistake and keep going
  - B. re-read the sentence and try a word that fits, like **tree**
  - C. tell the cat to come down
  - D. skip the page
4. When does a reader MOST NEED to self-correct?
  - A. when the sentence doesn't make sense
  - B. when the page is on the right side
  - C. when the words rhyme
  - D. when the sentence ends with a period



5. A reader reads “*The boy jumped into the puddle and got **wax**.*” The word should be **wet**. What CLUE shows the mistake?
- A. puddle and got — water and getting wet match
  - B. the word starts with a 'w'
  - C. the sentence has eight words
  - D. the page number is high
6. Which steps would a careful reader do AFTER catching a mistake?
- A. Re-read the sentence and check that it now makes sense.
  - B. Move on quickly without thinking about it.
  - C. Start the book from page 1.
  - D. Underline every word on the page.
7. Read: “*She put on her hat and grabbed her **met**.*” Which word would MAKE SENSE in place of **met**?
- A. mat
  - B. mitt
  - C. mit
  - D. meat
8. Why is self-correcting important?
- A. It makes reading take longer no matter what.
  - B. It helps a reader understand the story correctly.
  - C. It makes the book have fewer words.
  - D. It teaches the writer new words.
9. Read: “*The dog drank **water** from his bowl.*” If a reader said **walter**, what should they do?
- A. leave it
  - B. look at the letters again, say **water**, and re-read
  - C. look up *walter* in a dictionary
  - D. stop reading the book
10. Write your own short sentence about a kid at school. Then change ONE word to a wrong word and underline it. Explain how a reader could self-correct.

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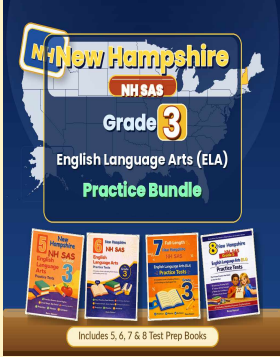
## Answer Keys

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Explanations	
<b>1. B</b>	The “water spilled” clue tells you the word should be CUP. Going back fixes the meaning.
<b>2. B</b>	Context — surrounding words — is the main self-correcting tool.
<b>3. B</b>	“Tree” fits the picture and meaning. Self-correct by re-reading.
<b>4. A</b>	Self-correction kicks in when meaning breaks. The others are not signals to correct.
<b>5. A</b>	Meaning clues are the strongest self-correct signal. The others are surface details.
<b>6. A</b>	Always check that the fix makes sense. The other actions don't help.
<b>7. B</b>	If she's putting on a hat, a mitt (glove or baseball mitt) fits. The others don't match “put on” / “grabbed.”
<b>8. B</b>	The point is comprehension. The others are false.
<b>9. B</b>	Fix the word and re-read for meaning.
<b>10.</b>	<b>Answer:</b> Example: Sentence: “The teacher gave us a quiz.” Wrong word: “quit.” A reader could see that “gave us a quit” does not make sense and fix it to QUIZ. Accept any sentence + a logical self-correction strategy.



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