

Self-Correcting While You Read

Name: _____

Date: _____

Score: _____ / 10



Quick Review

Good readers notice when a word doesn't sound right or doesn't make sense. They stop, go back, and fix it. This is called self-correcting.

PART 1 — READ

Read the passage. Then answer the questions.

Sam's First Read (with miscues)

The hungry rabbit hopped into the garden. He sniffed a row of bright orange [carrots → carrying] and began to nibble. Suddenly, the farmer's dog barked from the [porch → pouch]. The rabbit froze, then turned and [bounded → bandaged] back toward the bushes. His little heart was [pounding → ponding]. Safe at last, he peeked out between the leaves and twitched his nose.

Sam stopped after each underlined word, looked again, and tried to fix the word so the sentence made sense.

PART 2 — PRACTICE

Read Sam's first try below. The underlined words show what Sam said the first time. Then answer the questions about fixing his mistakes (miscues).

- Which of Sam's miscues is the EASIEST to catch because the word he said is not even a real English word?
 - carrying for carrots
 - pouch for porch
 - bandaged for bounded
 - ponding for pounding
- Sam read "a row of bright orange carrying." Which clue should tell him to fix it?
 - The word carrying cannot name something a rabbit can sniff and nibble.
 - The word carrying is spelled exactly like carrots.
 - The word carrying has too few syllables to fit there.
 - The word carrying must always come at the end of a sentence.



3. What is the BEST self-correcting strategy for the miscue pouch / porch?
 - A. Skip the sentence and come back later.
 - B. Re-read the sentence and ask, "Does a dog bark from a pouch?"
 - C. Sound the word out the same way again without checking the meaning.
 - D. Read the next paragraph first to look for clues.
4. Sam first said bandaged for bounded. Which strategy will fix this miscue fastest?
 - A. Sound out the syllables (boun-ded) and check that the action fits a rabbit.
 - B. Look only at the picture and guess any action word.
 - C. Ask the teacher to read the whole sentence out loud.
 - D. Re-read the paragraph before this one for clues.
5. Which word in "His little heart was ponding" is the strongest context clue that ponding is wrong?
 - A. His
 - B. little
 - C. heart
 - D. was
6. What does it mean to self-correct while reading?
 - A. Read every word perfectly the first time.
 - B. Notice a mistake, go back, and fix it yourself.
 - C. Ask the teacher to say every hard word for you.
 - D. Skip every hard word and keep going.
7. Which is NOT a self-correcting strategy?
 - A. Re-read the sentence and listen for meaning.
 - B. Sound the word out by syllables and check the letters.
 - C. Ask, "Does this make sense?" and look back for a clue.
 - D. Re-read the same wrong word the exact same way without changing anything.
8. Sam looks at the picture and sees a dog standing on a wooden porch. This is an example of —
 - A. sounding the word out by syllables
 - B. using the picture as a context clue
 - C. checking the prefix or suffix
 - D. re-reading only the previous sentence
9. True or False: A good reader keeps going even when the sentence does not make sense.
T / F



10. Write one self-correcting strategy you will use the next time a word doesn't sound right when you read.



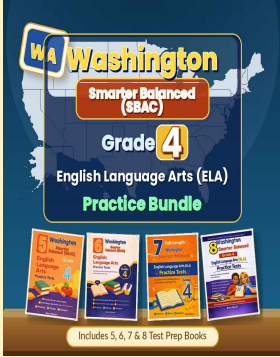
Answer Keys

<p>1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p>	<p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="radio"/> T <input type="radio"/> F</p> <p>10 <input type="text" value="See below"/></p>
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Explanations	
1. D	Carrying, pouch, and bandaged are all real English words — they sound fine alone and only break the meaning of the sentence. Ponding is not a real word, so a reader should catch it the instant it leaves the mouth.
2. A	Meaning clue: rabbits sniff and nibble carrots (a thing), not the action carrying. The other choices are not true — the words are spelled differently, syllables don't decide meaning here, and carrying can appear anywhere in a sentence.
3. B	Asking if the meaning fits is the fastest fix here. Skip-and-come-back is a real strategy but wastes time on a word you almost have; re-sounding the same way won't change the answer; the next paragraph is too far away to help with this sentence.
4. A	Sounding out boun-ded plus checking that a rabbit can bound (jump) back gets the right word right away. Guessing from a picture skips the letters; asking the teacher gives up the fix-up; the previous paragraph won't show this action word.
5. C	Heart is the context clue — a heart pounds. His and was are too general; little describes size, not what hearts do.
6. B	Self-correcting means catching and fixing your own mistake. Perfect first reads aren't required; relying on the teacher isn't self-correcting; skipping doesn't fix the meaning.
7. D	Re-reading, sounding out, and checking meaning all fix miscues. Saying the same wrong word again the same way changes nothing, so it isn't a strategy.
8. B	Using an illustration to confirm meaning is a picture-context strategy. He isn't sounding letters, looking at affixes, or re-reading prior text.
9. False	Good readers stop and self-correct when meaning breaks down. Pushing on past a broken sentence builds confusion.
10.	Answer: Sample answer: I will re-read the sentence and ask myself if the word makes sense. Accept any reasonable strategy: re-read, sound it out by syllables, check the picture, check the prefix/suffix, or look for meaning clues in the rest of the sentence. Do not accept 'skip the word and forget it' or 'close the book.'



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