Marie Clay’s Scale of Teacher Help

*Move down the list from least teacher help to most help*

- Let the child solve word independently.
- Prompt the beginning (initial letter, onset, cluster) or the ending (inflection or rime or to any known part).
- The child divides the word with his finger on print or uses a card to mask it in some way.
- The teacher articulates the part clearly (a hearing prompt) and the child locates that part.
- The teacher divides the word in print with finger or masking card.
- The teacher might construct part of the word making it larger in some grand manner (uses gestures, a whiteboard, or magnetic letters).

LLDI 2nd edition, p. 152