

Transitional-Fluent Stage Confering

*These may be used at the end of a Phase One *Meet the Source* lesson and/or as a reference during confering.

Word Solving Strategies

*Teach for cross checking *Always reread for meaning

*Always close by clearly stating strategy or by asking the students to help you do so

Monitor for meaning & visual information	<p>Invite students to listen to you read a sentence from the text and to check if what you say matches what they see. Then read a sentence and make an error (e.g., <i>construction</i> for <i>convention</i> or <i>radish</i> for <i>radio</i> or substitute with a nonsense word). Discuss cross-checking by asking questions like <i>Did that make sense? Did that look right? Did that sound right?</i> Reread the sentence to think about what the reader learned.</p> <p><i>Close: When we are reading, we need to make sure what we are saying matches what we are seeing. Thinking about all of the parts of the word (beginning, middle, end) and asking ourselves "Does that look right and make sense?" can help us.</i></p>
Reread and try the first part or syllable.	<p>Lift a sentence from the text with a tricky word. Cover all but the first syllable of the tricky word. Invite students to read the sentence and the first syllable of the word while thinking about the meaning and what would make sense (e.g., <i>Anna Comstock wanted to become a scientist so she took off to coll_____ to learn more</i>). Discuss how the students used visual, meaning & syntax cues to help them figure out the word. If they continue to struggle with the word, ask "Could it be (college)? Does that look right? Would that make sense?" Reread and discuss the meaning of the sentence or that part of the text.</p> <p><i>Close: When we are stuck on a word, we can reread the sentence and use the first part of the word to help us think about what that word might be.</i></p>
Use a known part	<p>On a dry erase board, write a word from the text that has known parts. Discuss how students can use the parts of the word they already know plus the meaning in the text to help them figure out the word. Example, in the word <i>disbanded</i> students might notice <i>band</i> or <i>and</i>. Reread the sentence for meaning.</p> <p><i>Close: When we are stuck on a word, we can look for parts we know to help us solve a word. Then we can reread the sentence to think about what the word means.</i></p>
Use an analogy	<p>Discuss how students can use words they already know to help them figure out unfamiliar words. For example, write the familiar sight word <i>saw</i> if the tricky word is <i>crawled</i> or <i>out</i> if the tricky word is <i>outlandish</i>. Close by reading the sentence for meaning.</p> <p><i>Close: When we are stuck on a word, we can think about words we already know that look like the tricky word or a part of that trick word. Then we can reread the sentence to think about what the word means.</i></p>
Break or chunk big words	<p>Write a multisyllable word from the text on a dry erase board. Ask the students to use their eyes to break the word into parts and then blend. Return to the text and reread to check for understanding of the word or to make sense of the word's meaning.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students may need you to remind them to look for vowels as a way to determine parts. • Students may not reach the correct pronunciation until they reread the text and think about the meaning. Then they may recognize that the word they blended sounds similar to a word that would fit. (For example: <i>parachute</i> pronounced with a /ch/ like in <i>chicken</i>.) • Students may not reach correct pronunciation and they may not recognize the word even in context because it's not part of their vocabulary. Assure them that this is okay and that using clues to at least figure out the meaning of the word is the important step. <p><i>Close: When we are stuck on a word, we can break the word into parts with our eyes and then blend those parts, thinking about if it sounds like a word we know. Even if we don't figure out the word perfectly, we have some idea and we can certainly reread the text to think about the word's meaning.</i></p>