

USE MEANING AND CONTEXT TO CONFIRM

UNDERSTANDING	Definition	Readers stop to reason and problem solve the accuracy of a word by answering the question “Does it make sense?”
	When to Teach This Strategy	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> • substitute words without noticing they don’t match the letters. • substitute words without noticing they don’t sound right. • substitute words without noticing they don’t make sense.
PREPARE	Why We Teach It	Reading involves constantly self-monitoring the words being said to match what is written. This strategy incorporates meaning making in this process as well. When readers come to a word they are unsure of, they look closely at the letters of the word, go sound by sound to read the word slowly and orthographically map it, to answer the question, “What does it sound like?” Then, it is important readers use meaning and context to confirm. They do this by asking, “Does it make sense?”
	Secrets to Success	When you are reading and the word you read doesn’t seem right, stop and figure out why by asking yourself these three questions: <i>Does the word look right? (Look at the graphemes) Does it sound right? (Look at the phonemes) Does it make sense?</i> (Read the word in the context of the sentence to determine if it makes sense.)
TEACH	How We Teach It	<p><i>Class, today we are going to learn an important strategy that all readers use, even adults. This strategy is called Use Meaning and Context to Confirm, and it fits right here under the Accuracy heading. I am going to show you how to use this strategy by reading and thinking aloud and telling you what is happening in my head.</i></p> <p>After reading a page or two in a picture book, stop and read a word incorrectly.</p> <p><i>I just read that word and I stopped, because my brain was thinking that didn’t seem right. When a word doesn’t seem right, we will ask ourselves three questions about the word. Does it look right? We look at the letters in the word. Does it sound right? We say the word slowly to hear the sounds and then repeat it at a faster pace, reading it in the context of the sentence. Then we ask, Does it make sense? The answer to all three of those questions has to be yes before we can move on in our reading. When we tune in to all three questions, we will improve our accuracy when we read.</i></p> <p>We model this strategy regularly throughout the year, demonstrating how we cross-check when words don’t seem right, substituting a different word and going through the same process of asking ourselves the three questions to confirm the accuracy of the word.</p>
		<p>Suggested Language</p> <ul style="list-style-type: none"> • <i>When you read a word that doesn’t seem right, be sure to look at the graphemes or letters, say the word slowly to hear the phonemes, and then read the word in the context of the sentence and ask, Does it make sense?</i> • <i>Say the word slowly and then repeat it a few times out loud. Reread it in the sentence. Does it make sense?</i> • <i>Do you know what the word is? Have you heard it before?</i> • <i>Let’s decode and read slowly, and then go back and reread.</i>
SUPPORT	Instructional Pivots	<p>Consider teaching actions for each question.</p> <ul style="list-style-type: none"> • Does it look right? Using your left hand, point to your right eye and ask, “Does it look right?” With this cue, we attend to the visual properties of the word. What letters or letter combinations represent the word? • Does it sound right? Using your right hand, point to your left ear and ask, “Does it sound right?” This cue asks us to tune in to the phonemes of the word. What letter or letter combinations represent the sounds in the word? Does it sound like a word we have heard before? Does it sound like a real word? • Does it make sense? Uncross your arms, point to your brain, and ask, “Does it make sense?” This cue brings us back to the importance of comprehension. Reading should always make sense. It isn’t uncommon to see students pause and silently make the cross-check motions as they monitor for meaning. Also consider materials, setting, instructional practices, and cognitive processes.
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Check for Understanding</i> • <i>Look Carefully at Letters and Words</i> • <i>Listen Carefully to Sounds</i> • <i>Map It!</i> • <i>Back Up and Reread</i>