

**Possible Conference Teaching Points along with Teacher Prompts:
Strategies for Decoding Words**

STRATEGIES FOR DECODING WORDS (W)	
Teaching Point	Teacher Prompts
Strategies that rely primarily on visual cues	
Notice when the pattern in a text changes (most useful in level B-D books).	<i>How did you know the pattern changed? What clues did you use?</i>
Use beginning letters to predict the word.	<i>Look at the first letter. Get your mouth ready to say that sound. What word could it be? Does that make sense?</i>
Use phonics skills to decode unfamiliar words. (Useful for phonetically-regular words containing phonic elements the student knows.)	<i>Use what you know about letters and sounds to figure out that word. You can tap out that word. Which letters are tricking you? Those letters make the sound _____. Now tap out that word.</i>
Look across the whole word.	<i>You are using the beginning letters; now look across the whole word to the end. Do the final sounds match the word you are thinking of?</i>
Use chunks (parts of words) to figure out unfamiliar words.	<i>Look for a part of the word you know. OR This is a part you know. Now add these letters. Does it make sense?</i>
Use familiar words to figure out unfamiliar words.	<i>You can use words you know to figure out new words. Let's try it. Look at this word. You know _____. See how these parts are the same. Now add on _____.</i>
Locate known words and use them as anchors.	<i>Go back to this word. Start from here. Show me a word you know very well on this page.</i>
Strategies that rely primarily on structure/syntax cues	
Use a pattern to read (useful in level A-D books since the text follows a pattern).	<i>I will read the first page (or two) to you. Now you can read the rest of the book yourself.</i>
Notice when a word doesn't sound right and reread.	<i>Listen to your reading so you know when a word doesn't sound right. Say, "Huh? That didn't sound right!" Then go back and do some reading work.</i>

(table continued on page 55)