

Problem-Solving Chart for Transitional Readers

Focus	Action
Self-monitor	<p>If students make errors that do not make sense, wait until they finish the sentence and say, "Does that make sense?" Usually they miscue on known words and can easily correct the error if they begin to listen to themselves. You must ignore errors that make sense until the student consistently monitors for meaning.</p> <p>Direct the student to look at the pictures before he or she reads. Prompt for meaning by saying, "Think about the story." Make a short comment just as the student is turning the page to direct his or her attention to the action on that page; for example, "Now you are going to learn how the character solved the problem."</p>
Decoding	<p>Teach the decoding strategies shown in the video. After you model each strategy, prompt the student to apply it when appropriate during guided reading. Teaching students to use analogies is an effective strategy for transitional readers, especially if they have trouble remembering phonics rules.</p>
Skills (spelling and phonics)	<p>Use sound boxes if the student does not write words phonetically. Use analogy charts if the student struggles with vowel patterns and endings. Always encourage the student to say each word slowly as he or she writes. Noisy writing helps students apply phonemic awareness skills.</p>
Fluency	<p>Use easy text for guided reading and support phrasing and expression. Add repeated readings and Readers Theater as a center activity. Other suggestions: Find someone to do neurological impress with the student. Have the student practice a picture book to read to a student in a lower grade. If the student skips lines, let him or her use an index card to slide down the page.</p>
Vocabulary	<p>Encourage conversations throughout the day. Use the "turn and talk" technique during read-alouds and content instruction and teach vocabulary in every subject area.</p> <p>During guided reading introduce unfamiliar vocabulary using the four steps in the video. Use the New Word List to hold students accountable for learning useful and important words. Teach the following vocabulary strategies: reread (or read on) and look for clues in the text, check the picture or visualize the sentence, use a known part, make a connection to other known words, and use a glossary (or other text features).</p>
Retell	<p>Some students with poor retell are rapid readers who read without thinking. Direct students to stop and look at the illustrations as they read a page. After reading, have them retell each page using the STP procedures: stop, cover the text with their hand, think about what they just read, and paraphrase (softly tell what they read as they look at the picture).</p>