



## Meaning Cues

Meaning (semantics) cues are based on the children's prior knowledge and their understanding of the story.

### Tips

- Meaning cues can come from the text, illustrations, and prior knowledge.
- Understanding is the goal of reading.
- Students should know that their reading **HAS** to make sense.
- Book introductions, meaning (picture) walks, and discussions that activate prior knowledge help students use meaning cues when reading.
- "Plant" new vocabulary or unfamiliar words in the book introduction or discussion. (He hit the ball with the **paddle**.)

Example: The student is using structure and visual, but not meaning information.

Text: She looked in the **garbage** can.

Student: She looked in the **garden** can.

### Prompts

Affirm what the child did do well but encourage cross-checking other information sources.

- That sounds right and starts with the right letters. Does it make sense?
- What is happening in the story?
- Check the picture and think about what makes sense.
- Can you think of a word that would make sense that starts like that?
- Try that again. Think about what makes sense. OR just say Try that again. (Use TTA prompt after you have prompted for cross-checking for a while and you know student can do it.)

If the student self-corrects, ask "How do you know?" Say "Yes -garbage makes sense and looks right all the way through the word. Depending on knowledge of words/letters at this level, you could break the word into syllables or get student to slow check the word with finger to encourage looking all the way across the word. Use examples like this for word work with magnetic letters after the lesson or before reading new book next day. This helps to integrate meaning with visual information.