



Structure Cues

Structure cues are based on children's knowledge of oral language.

Tips

- Structure cues come from language patterns and structures.
- Structure cues come from the child's understanding of the English language.
- Children with few literacy experiences may have problems with the structure of written text - especially literary language.
- Children will use their own natural language when using structure cues.
- Word work done in context of texts read help students use visual information to solve unknown words.
- For struggling readers or those with limited experience with English or literary language, it is helpful to practice tricky parts of text before reading - or point them out. (Away goes Lizard. OR Honey for me! Honey for me! Honey for breakfast and honey for tea!)

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

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

Student: She **look** in the garbage can.

Prompts

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

- Almost...but does that sound right?
- Can you say it that way?
- Do we talk that way?
- Try that again. Think about what sounds right. 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.)
- Almost...but does that sound right? Does it look right all the way to the end of the word? (to cross-check S with V)

If the student self-corrects, ask "How do you know?" Say "Yes -looked 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 base word/suffix 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 structure with visual information.

***Some students will not recognize that how they say something is wrong due to their poor oral language structure. For these students, you will have to tell them. "When we read, the words sound like this." Students can learn to read with appropriate structure even though their natural oral vocabulary may continue to be structurally wrong. Also doing word work to teach students to integrate structural information with visual information helps. This is especially true for endings. (s, ed, ing)**