



Visual Cues

Visual cues are based on the relationship between oral language and its graphic symbols.

Tips

- Visual cues allow the child to make predictions about a word.
- Visual cues should not be the first cue system used to determine a word. The focus should always be meaning and structure.
- Visual cues are usually overused by poor readers.
- Visual cues include print conventions such as directionality, words/spaces, letters, beginnings/endings, and punctuation.
- Word work done in context of texts read help students use visual information to solve unknown words.
- Poor readers with strong oral language skills may neglect visual information. Their words are so much more interesting than the text!
- When a child uses visual information to solve a word, the visual processing at this level should match text level. (Students in level 10 books should not be "sounding out" a word letter by letter.)

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

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

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

Prompts

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

- That made sense and sounded right. Does it look right?
- What would you expect to see at the beginning of trash?
- What do you notice about that word?
- Can you think of another word that would make sense that starts like that?
- Try that again. Think about what looks 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.)