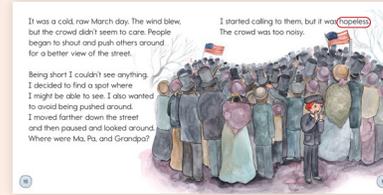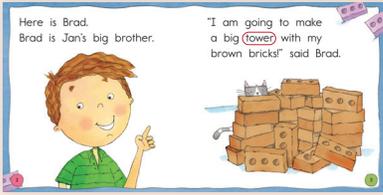# In Tandem
READING | WRITING | PHONICS

Vocabulary Supports and Differentiation with Corrective Feedback, K–2

This resource can be used before reading during the book introduction, during reading as differentiated support, or after reading as a teaching point.

If the student struggles to …	Then …	Example
Reread and use context clues to determine the meaning of unknown words	• Direct students to the sentence containing the context clue(s). Model rereading the sentence and identify words or phrases that help you determine the meaning of the unknown word. Have students repeat the process with a different unknown word.	
Use text features as a tool to determine the meaning of unknown words	• Direct students to text features (pictures, graphs, photographs, captions, etc.). Model thinking aloud about the information provided in the text features to help determine the meaning of an unknown word. Have students repeat the process with a different unknown word.	
Use part of a word to determine the meaning of unknown words	• Model for students how to break a word to identify meaningful parts. Think aloud about the meaning of the known part(s) and how to use that part to determine the meaning of the whole word. Then reread to confirm the meaning makes sense within the context of the story. Have students repeat the process with a different unknown word.	
Substitute a word that makes sense in place of the unknown word	• Have students reread the portion of the text containing the unknown word. Ask them to paraphrase what they read. Provide options of words to replace the unknown word and ask students to choose one and explain how it makes sense with the text.	Ask students, *Is the hen in the garden, the house, or the street?*
Make a connection to a word in the text	• Ask students if the unknown word is a word they've heard before in another book, in their lives, or on a TV show. Discuss the connection in the context of what they know. Then relate to the context of this text to determine the meaning of the unknown word.	
Check the glossary when trying to determine the meaning of unknown words	• Remind students that bold words are often defined in the glossary. Review with students the location of the glossary and practice locating the unknown word and reading the meaning. Then have students return to the page containing the unknown word, reread the sentence, and use the definition from the glossary to make sense of the word in context.	