



Assessing Student Learning

Goal	Accuracy
Strategy	Skip the Word, Then Come Back
Common Core Alignment	RF.1.3 RF.2.4 RF.3.4 L.4.4 L.5.4
Possible Text Selections	<i>A Bad Case of Stripes</i> by David Shannon <i>Eyes and Ears</i> by Seymour Simon <i>Harry the Dirty Dog</i> by Gene Zion <i>Miss Nelson is Missing!</i> By James Marshall <i>Miss Rumphius</i> by Barbara Cooney <i>The Relatives Came</i> by Cynthia Rylant <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Those Darn Squirrels!</i> by Adam Rubin <i>Walter the Farting Dog</i> by William Kotzwinkle and Glenn Murray
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Skip the Word Chart (example below) Students can use the chart below to record the words in a text that are unknown to them upon the initial reading. Along with the word, students also record the page number and the context clues that help them determine how to decode the word. The chart allows the teacher to see if the student is utilizing the strategy, as well as if there are any patterns in unknown words.</p> <p>Conferring Before asking students to read from their good fit book, ask if they have used the skip the word and then come back strategy on any words. Listen to determine if the student has correctly used the strategy to decode the unknown word.</p> <p>Ask students to read a portion of their good fit book.</p> <p>While listening to the student read, determine if they are using the strategy successfully in the appropriate places.</p> <p>If the student seems to be struggling with skipping the word and then coming back to it, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Skip the Word, Then Come Back Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Skip the Word Then Come Back	The student skips the unknown word and then returns to the word to correctly decode it. The student can explain what aided them in determining how to read the word correctly.	The student skips the unknown word and then returns to the word to correctly decode it.	The student skips the unknown word but is unable to decode it once returning to the word or does not return to the word at all.	The student does not skip the unknown word.



Skip the Word, Then Come Back Chart

Word	Page Number	Context Clues

