

SKIP THE WORD, THEN COME BACK		
UNDERSTAND	Definition	When a reader comes to a word they don't know, they skip over the word and read to the end of the sentence or passage, then back up and read the sentence again, using context and other accuracy strategies to decode the word that was skipped.
	When to teach this strategy	If you see readers who . . . <ul style="list-style-type: none"> • stall on or have difficulty moving past unknown words. • completely stop the flow of reading to solve unknown words.
PREPARE	Why we teach it	If we don't teach students how to skip a word and come back, some children will stall on unknown words and not realize that they can move on. When students continue reading, they often discover context clues that will help them figure out the word that was skipped.
	Secret to success	When you come to a word you don't know, skip over it and continue reading. But be sure to come back to the word and think about what would make sense.
TEACH	How we teach it	Before displaying the text of a Big Book or chart, we take sticky notes and cover up a word or two in a passage. We tell the students that we are going to pretend we don't know the words that are covered up, so we can model an accuracy strategy called <i>Skip the Word, Then Come Back</i> . Here are the steps we take to model this strategy: <ol style="list-style-type: none"> 1. Read the sentence, skipping over the unknown word. 2. Read through the rest of the sentence. 3. Back up and reread the sentence, thinking about what would make sense. 4. Read the word, then reread the sentence with the word and confirm its meaning.
		Suggested language: <ul style="list-style-type: none"> • <i>You stopped to figure out that word and you slowed your reading way down. Try this strategy: Skip the Word, Then Come Back. Sometimes reading the rest of the words in the sentence helps you understand what that word could be and keeps you in the flow of reading.</i> • <i>Look at the first letter or letters: What word would make sense in this sentence that begins with that letter's sound, or what word would make sense to say instead?</i>
SUPPORT	Instructional Pivots	Possible ways to differentiate instruction: <ul style="list-style-type: none"> • If a student is challenged by skipping a word, remind them that they will come back to figure it out. • Reading on may help the student make meaning of what they are reading. • Knowing other words around the unfamiliar word and using context clues reinforces the idea that meaning must be maintained throughout the reading process. Reconsider materials, setting, instruction, and cognitive processes.
	Partner Strategies	These strategies may provide support before, during, and after teaching this strategy: <ul style="list-style-type: none"> • <i>Use Beginning and Ending Sounds</i> • <i>Chunk Letters and Sounds Together</i> • <i>Use Prior Knowledge and Context Clues</i> • <i>Check for Understanding; Monitor and Self-Correct</i>