

USE PICTURE CLUES		
UNDERSTAND	Definition	Readers use illustrations, photos, graphs, maps, and charts to help derive meaning from the text and confirm that the words being read make sense.
	When to teach this strategy	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> • stall on reading a word without using the images provided to support their understanding of what the word could be. • substitute a word that makes sense but doesn't match the image in the text.
PREPARE	Why we teach it	The images provided in the text help readers make sense of what they are reading. Using picture clues is often the first strategy a reader uses. Pictures provide hints to help readers decode words and predict, infer, and confirm meaning.
	Secret to success	Look at the images and think about what they are showing you. Cross-check what you see by asking, <i>Do the pictures match what I think the word is, and does it make sense?</i>
TEACH	How we teach it	<p>One of the first lessons we teach all students is that there are three ways to read a book. Reading the pictures is at the heart of this lesson, which helps students think about how to use pictures to derive meaning.</p> <ol style="list-style-type: none"> 1. <i>There are three ways to read, and I am going to show you how to do all three. The first way to read is to read the pictures. (Go through the book and tell the story by reading the pictures on each page.) I just showed you one way to read, which is to read the pictures. Reading the pictures is reading because they are giving you clues to what the words say and what is happening. (Write "Read the Pictures" on the 3 Ways to Read a Book chart.)</i> 2. Read the same book, but this time read the words. At the end of the story, tell the students that reading the words is another way to read, and add "Read the Words" to the chart. 3. Using the same book, retell the story by using the pictures and including some of the words that were previously read; then add "Retell the Story" to the chart.
		<p>Suggested language:</p> <ul style="list-style-type: none"> • <i>Look at the picture to find clues for what that word could be.</i> • <i>Read the picture, and then look at the words. Do they match?</i> • <i>You seem stuck. Could the picture help?</i>
SUPPORT	Instructional Pivots	<p>Possible ways to differentiate instruction:</p> <ul style="list-style-type: none"> • When reading out loud to students, stop and review your thinking process when you come to a word you don't know by looking at the pictures and then confirming meaning. • Have students practice just reading the pictures of books to help them get in the habit of drawing meaning from the pictures. • If parents are concerned with overreliance on picture clues, spend time with them discussing the importance of reading the pictures and why this is part of their children's reading practice. <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Cross-Check: Do the Words Look Right? Sound Right? Make Sense?</i> • <i>Check for Understanding; Monitor and Self-Correct</i> • <i>Use Prior Knowledge to Predict and Connect with Text</i>