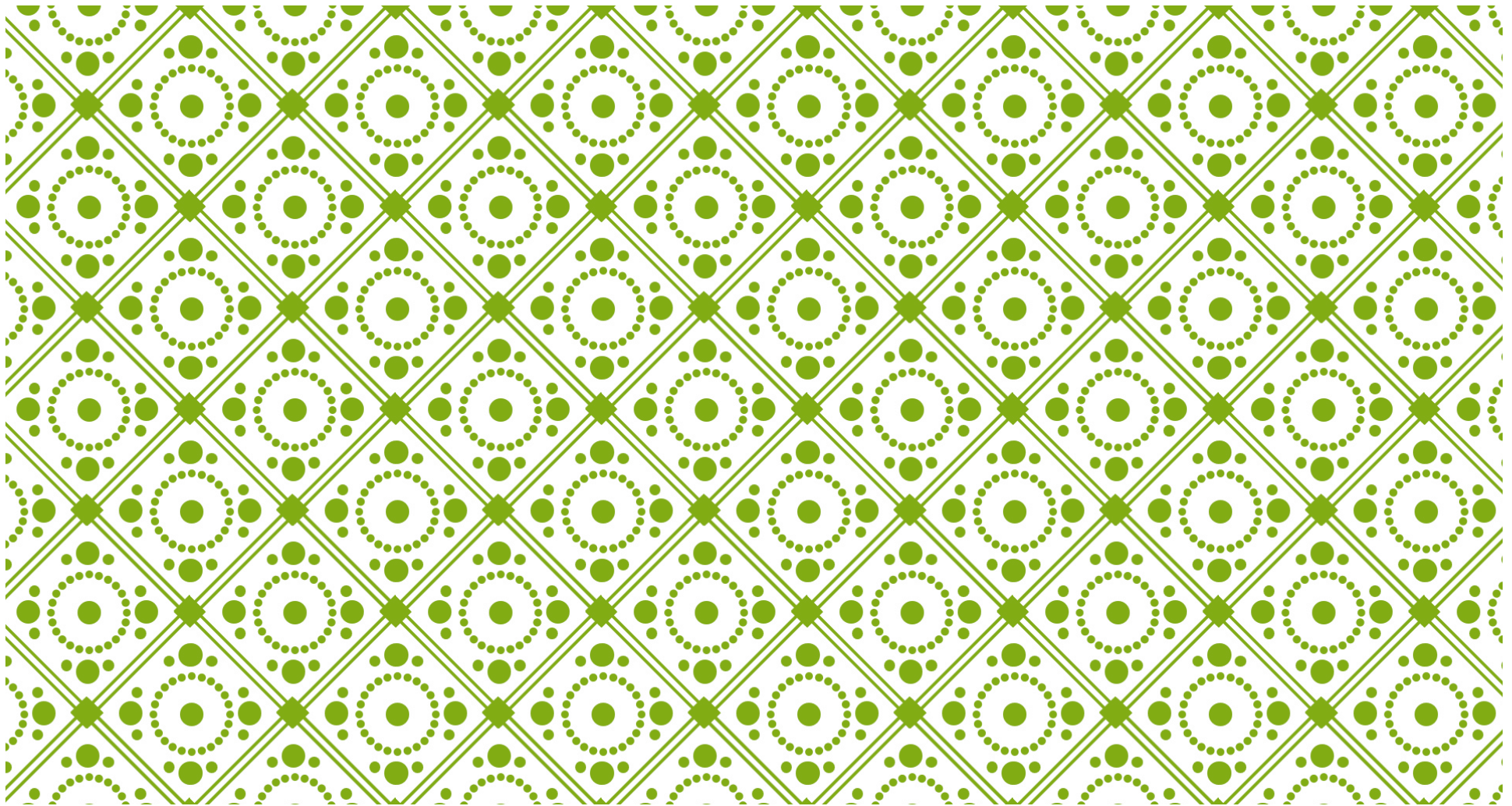


# STAIR Fall Workshop

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy

# Tonight We Will...

- Develop strategies to support students when they read to us.
- Develop strategies for reading to students.
- Consider the needs of our English Learners.



# Strategies To Support Students While They Read

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy

# When Students Struggle

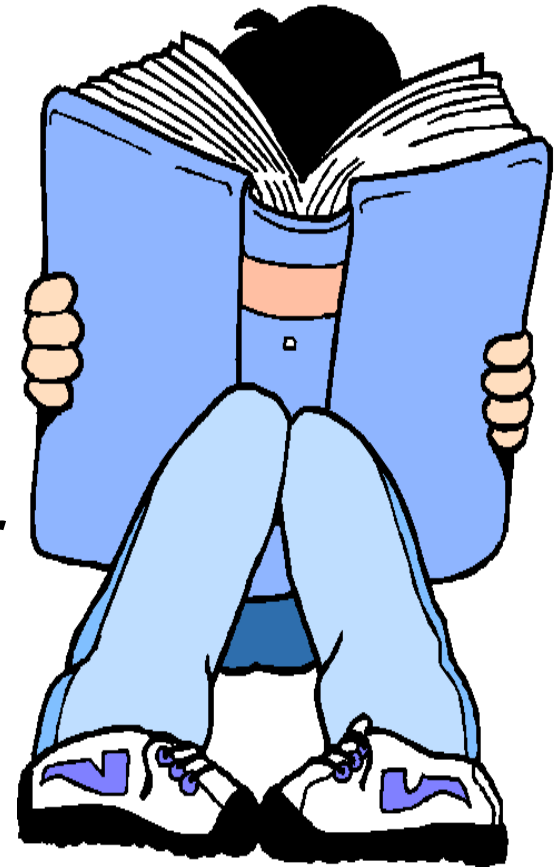
1. Allow the student time to work
2. through the word.
3. If they “appeal” for help, say
4. “You try it!”
5. If they still can’t get it, then tell them the word.



# So How Do We Help Students?

By prompting that

- Is specific to the error
- Uses language similar to the classroom teacher



# When Students Make Errors Without Meaning



You might say...

- *Use the picture to help you figure out the word.*
- *Stop when something doesn't make sense and reread.*
- *Think about what's happening in the story to figure out a word.*

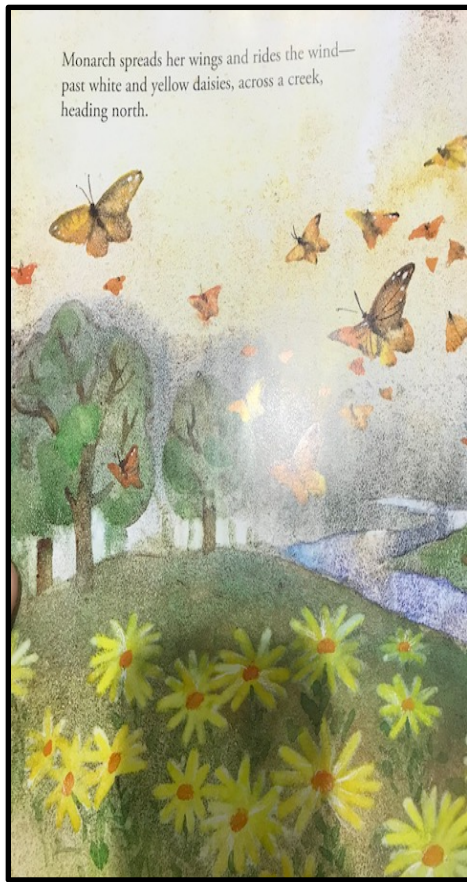
# When Students Make Errors That Grammatically Don't Make Sense



You might say...

- *Ask yourself, “Does that sound right?”*
- *Ask yourself, “Does that make sense?”*

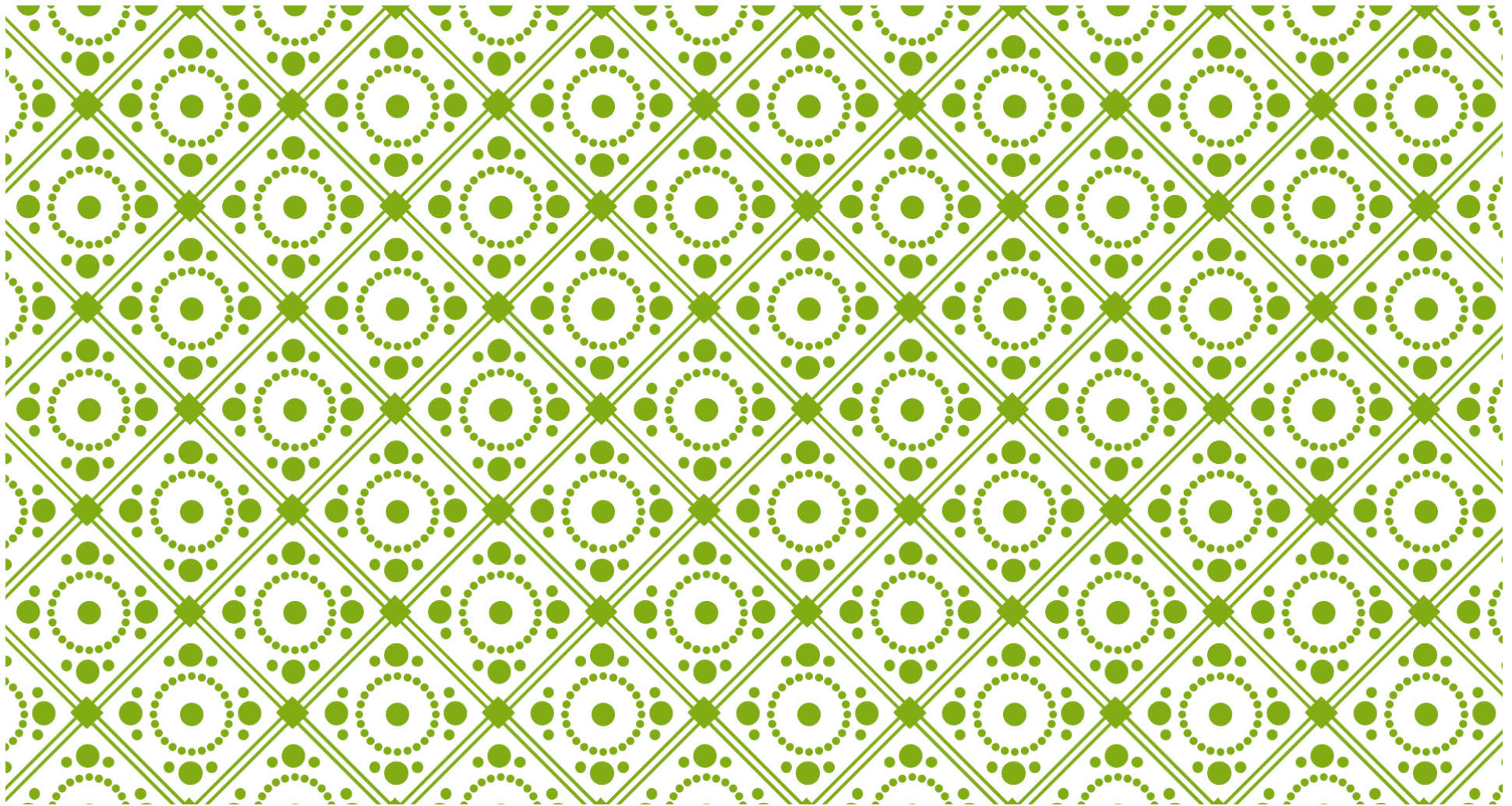
# When Students Don't Use Visual Clues



You might say...

- *Ask yourself, “Does that look right?”*
- *Look at the first letter and get your mouth ready to say the word.*
- *Decode words by covering up parts of the word, find chunks of sounds and then slowly put them together.*
- *Decode words by looking for words within words.*





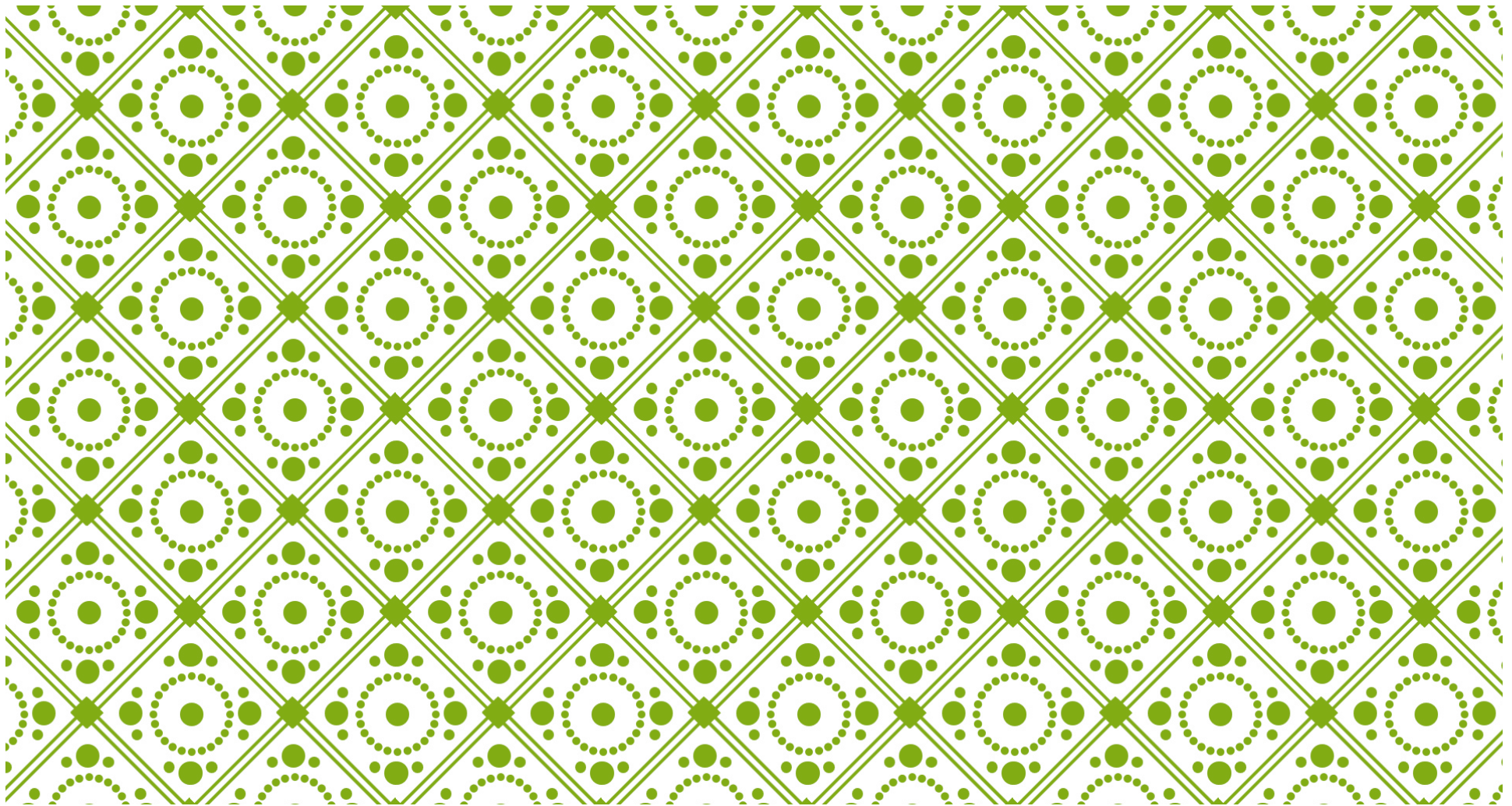
# Strategies For Reading To Students

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy

# Read Aloud



- Read with expression!
- Use different voices for the characters.
- Point out details in the illustrations.
- Think aloud to model your thinking while reading.



# TIPS FOR HIGH FREQUENCY WORDS

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy

# What's Missing



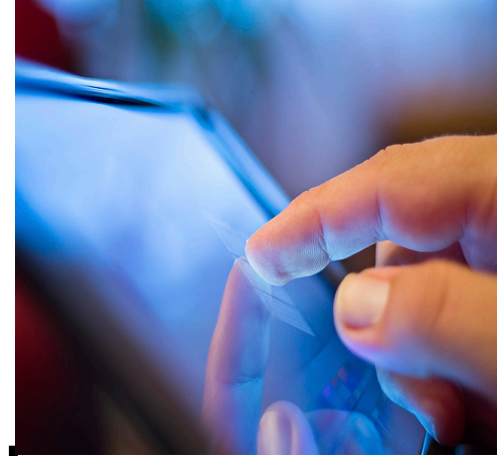
1. Introduce the sight word.
2. Remove a letter.
3. Ask the student, “What’s missing?”
4. Continue by removing other letters and asking, “What’s missing?”

# Mix & Fix

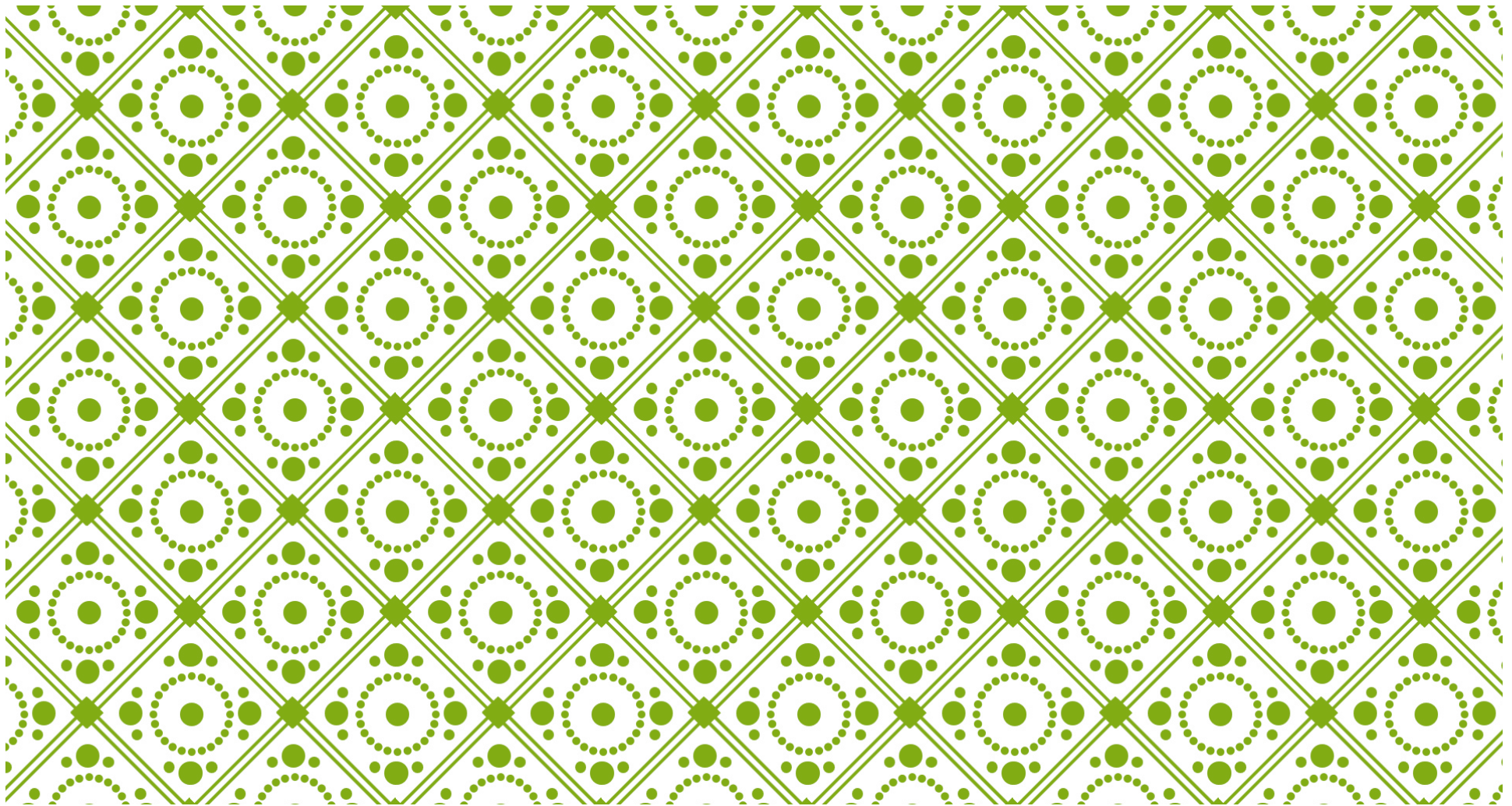


1. Introduce the sight word.
2. Student make the sight word with a model.
3. Mix up the letters.
4. Student makes the sight word again.

# Table Writing



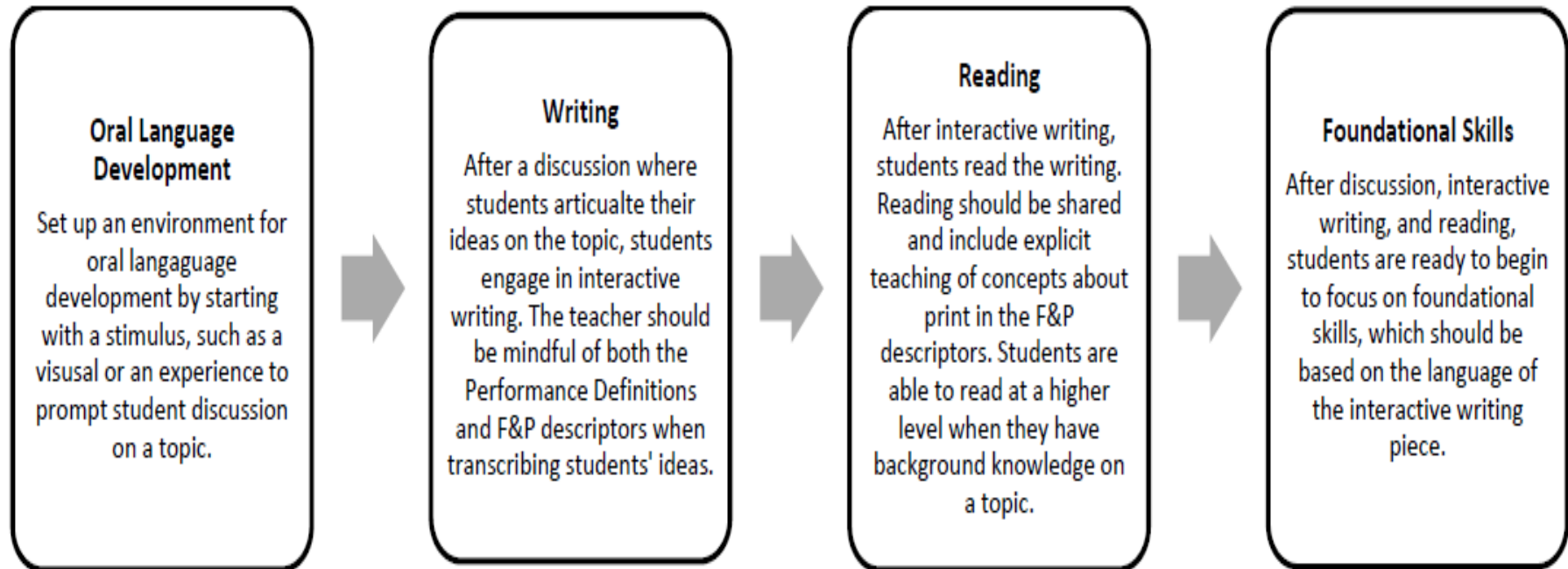
1. Introduce the sight word
2. Student writes the sight word
  - Dry Erase markers
  - Gel or slime
  - Tracing on the table



# SUPPORTS FOR ENGLISH LEARNERS

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy

# English Learner Development





# Oral Language Development

## Oral Language Development

Set up an environment for oral language development by starting with a stimulus, such as a visual or an experience to prompt student discussion on a topic.

# Writing – Reading – Foundational Skills

## Writing

After a discussion where students articulate their ideas on the topic, students engage in interactive writing. The teacher should be mindful of both the Performance Definitions and F&P descriptors when transcribing students' ideas.

## Reading

After interactive writing, students read the writing. Reading should be shared and include explicit teaching of concepts about print in the F&P descriptors. Students are able to read at a higher level when they have background knowledge on a topic.

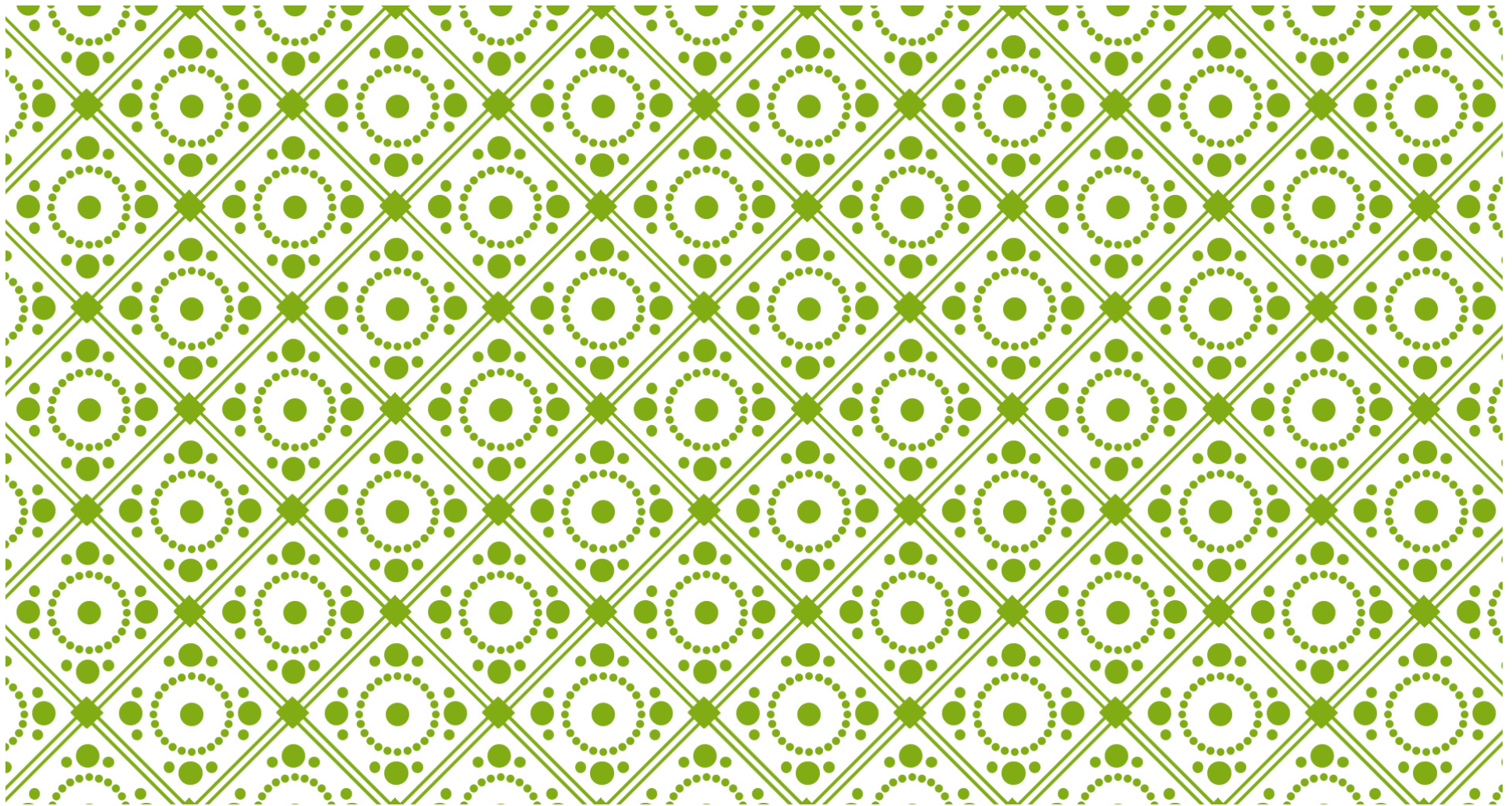
## Foundational Skills

After discussion, interactive writing, and reading, students are ready to begin to focus on foundational skills, which should be based on the language of the interactive writing piece.

# Most Importantly

They need to  
learn in context!





**THANK YOU!**  
**QUESTIONS?**

Lindsay O'Keefe  
Office of Elementary  
Reading and Integrated  
Literacy