



**Title:** Cue the Strategy! How to use on-the-spot error analysis to support reading and spelling of unfamiliar words

**Audience:** All K-12 educators and literacy and language specialists

**Instructional Level:** Advanced

**Course Description:**

Your student misreads MAGICIAN as “magical”. Another student misspells “button” as BUTTIN. What’s the best way to help your student in that moment? Attend this webinar to find out! Learn how to turn students’ decoding and spelling errors into powerful teachable moments with on-the-spot error analysis that informs precisely what help your student needs at that very moment.

In this webinar, you’ll learn 14 meta-cognitive, meta-linguistic strategies for reading and for spelling that support students during word study instruction and during authentic reading and writing. These strategies target the phonological, orthographic, and morphological reasons why students make errors, and empower students to independently apply problem-solving strategies based on the phonological, orthographic, and morphological codes to read and spell any word. With ample practice during the webinar and in assignments with answers keys, you’ll hone your skill in error analysis of misread and misspelled words. You’ll gain confidence with giving error-specific guided feedback to students in real time as they read and write to support students more effectively when they encounter an unfamiliar word. You can layer these strategies into your existing literacy program, into guided reading and writing activities, into authentic reading and writing activities, and across tiers of vocabulary instruction.



**Benefits of Attending:**

1. More effectively support students' reading and spelling of unfamiliar words with error specific guided feedback.
2. Get students thinking about the phonological, orthographic, and morphological codes of words, as needed, during all reading and writing activities.
3. Equip students with problem-solving skills that allow them to become more independent readers and writers.

**Learning Objectives:**

1. Name 14 meta-cognitive, meta-linguistic strategies and describe how each is applied to reading and to spelling words.; identify whether each is a phonology-based, orthography-based, or morphology-based strategy for decoding and for spelling words.
2. When presented with a misread word, identify which of the 14 meta-cognitive, meta-linguistic strategies is needed to support a student's successful reading of the word.
3. When presented with a misspelled word, identify which of the 14 meta-cognitive, meta-linguistic strategies is needed to support a student's successful spelling of the word.