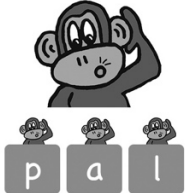
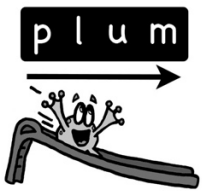
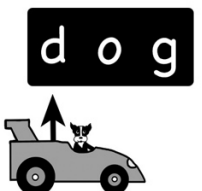
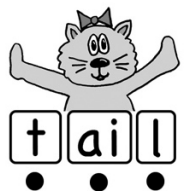
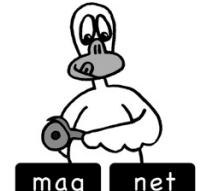


I am stuck!  (c)Elise Lovejoy Express Readers	Seven Strategies <i>Let's encourage students to use these strategies when they come across a new or difficult word. Students can practice their decoding skills, helping students to avoid guessing words.</i>
Say 	SAY Students say each sound they can identify in the word. (Students find all the letters or letter groupings they know that spell sounds.)
Slide 	SLIDE Students say the sounds while sliding along the word with their eyes and their finger.
Start Again 	START AGAIN Students start the word again, saying the sounds they know and sliding along the word. Sometimes, just saying the sounds aloud and sliding along the word more than once will help.
Split 	SPLIT Split the word into the spellings for each sound in the word. Students can then identify if certain phonics chunks are present or what the possible sounds are based on the spellings.
stretch 	STRETCH Sounds can either be CONTINUOUS sounds (sounds that you can drag out, such as /a/, /m/, or /f/) and STOP sounds (sounds that you can say once but not draw out such as /t/, /p/, or /b/). Students try stretching the sounds that can be drawn out in order to blend the word together correctly.
sticky Words 	STICKY WORDS Some words are "sticky" or "tricky," which means they have spellings for sounds that are difficult or uncommon. Students might identify some sounds, but students should think about whether the word has been taught as a sticky/tricky word.
slice 	SLICE If a word has multiple syllables, students can break apart the word by slicing the syllables. Students can then decode smaller parts of the word at a time.