**Strategies for Braille Readers Grades 1-5: Lizbeth Barclay (5:39)**

LIZBETH BARCLAY: The expectations for skill development for all students in the Common Core Standards are high. In order for students with visual impairments to attain competence and independence in these standards, explicit teaching and skill development in the expanded core curriculum is essential. Next, I will share strategies for skill development and the ideas and details for elementary-age students.

In order for our students with visual impairments to achieve success along with their peers in literacy skills addressed by the Common Core Standards, what will they require in terms of skill development in the Expanded Core Curriculum? I'm going to focus on teaching strategies for one section of the language arts standards in the Common Core Standards for students at the elementary level, key ideas and details. Throughout the early elementary years, young students enjoy daily opportunities in the classroom, and hopefully, at home, to be read to and to learn to read both stories and nonfiction content with increasingly difficult vocabulary each year.

Students must fully comprehend the concepts and the vocabulary in order to think about and respond to key ideas and details in what they listen to and what is being read to them and what they are learning to read. Guided listening and guided reading strategies are very effective in building student comprehension of key ideas and details that can be used when reading aloud to students and when introducing students to a new story that they will be reading. These are some of the purposes of guided listening and reading strategies as you prepare students for the selection.

Before reading the selection, you're helping them set purposes for listening or reading, build and access prior knowledge, make connections to personal experiences, develop vocabulary essential for comprehension, take a picture walk, and make predictions about what they're about to hear. After reading the story, you're going to continue the discussion and you're going to connect new knowledge with what they knew before listening or reading and you're going to follow up on any predictions that were made.

In preparation for discussing books, such as A Turkey for Thanksgiving, we're going to look at several elements. The first is, is this story true or make believe? Do animals talk and wear clothes?

We're going to look at key vocabulary that will be introduced in the story, words such as "moose," "Thanksgiving," "pilgrims," "nuzzled," "cap," "bare trees," "the cold made his nose water" may all be discussed and explained at this time. Prior experiences, to discuss does this child celebrate Thanksgiving? What do they eat if they do celebrate Thanksgiving?

Do they have a family dinner? Do they have friends come to their family dinner at Thanksgiving? Do they even have turkey?

We're going to look at the pictures and provide a picture walk. We're going to look and describe things such as setting the table. We're going to talk about the cabin that's shown in the pictures. We're going to talk about the dining room and the decorations and placing the turkey between the candles.

We're going to talk about the clothing that is worn, such as the cap and the scarf and the snow on the ground. What is this season? And then we're going to think about the objects that can be shown to the child if they're available, things such as paper pilgrims, a paper turkey, a real turkey, candles, a cap. We're going to think about experiences that we can have with that child to build their understanding, activities such as setting the table, placing the turkey between the candles, and having the child make three quick hops, as what happened in the story.

And last of all, we're going to talk about the predictions. I don't think he will eat the turkey. That was my prediction. But let's find out what happened. In conclusion, I'd like to leave you with this image of Maria exploring at the farmer's market with her teacher. The most powerful way to help students develop true comprehension of key ideas and details in fiction and non-fiction literature is to continue to provide them with rich experiences that will become the solid foundation upon which their true understanding will be built.