

## *Rapid Reference 2.6*

### Set of 37 Rimes from Which 500 Primary Words Can Be Taught

ack	ain	ake	ale	all	ame	an
ank	ap	ash	at	ate	aw	ay
eat	ell	est	ice	ick	ide	ight
ill	in	ine	ing	ink	ip	ir
ock	oke	op	or	ore	uck	ug
					ump	unk

## *Rapid Reference 2.7*

### Adapted Elkonin Procedure

1. Select simple words that have regular phoneme-grapheme correspondence (the number of speech sounds and letters are the same and the sounds are the most common sounds of the letter).
2. Select simple pictures that depict the word (e.g., pig, frog, nest).
3. Draw boxes for the number of phonemes under the picture.
4. Ask the student to push forward a colored marker as he or she says each sound.
5. Color code the vowel sounds (e.g., consonants blue poker chips and vowels red).
6. After the student successfully segments three and four sounds, introduce letter tiles and have the student push forward each tile while making the sound of the letter.
7. Gradually introduce additional phonics elements, such as consonant blends and digraphs (which should be written in one box because they make one sound).
8. Dictate the words and have the student write the words while saying each sound.

## *Rapid Reference 2.5*

### Using Dialogic Read Alouds

1. Select a book appropriate for the child's age and interests.
2. Read the story aloud to the child and use the PEER steps to interact.
3. PROMPT the child by asking a question about a picture or element of the story. For example, point to a picture of a fire truck and say, "What is this?"
4. EVALUATE the child's response by affirming or correcting as needed. For example, if the child said "truck," affirm by saying "Yes, that is a truck."
5. EXPAND the child's response by adding more description. For example, expand the truck response by saying "that is a red fire truck."
6. REPEAT—have the child repeat the expanded response. For example, say, "Can you say red fire truck?"

## *Rapid Reference 5.3*

### Teach Independent Word-Learning Strategies

Use Context Clues	Teacher models how to do it and what to look for: <ul style="list-style-type: none"><li>• a dash or comma preceding the definition</li><li>• a detailed description that defines the word</li><li>• a contrast or synonym</li></ul>
Use Morphology	
Affixes (prefixes/suffixes)	Common prefixes: un-, re-, in-, dis-
Root words	Common suffixes: -able, -en, -er, -less
Use Reference Tools	Common Greek or Latin roots
	Teach how to use a dictionary, glossary, thesaurus, or online tools

## *Rapid Reference 5.2*

### Steps for Using the Mnemonic Keyword Strategy

1. The teacher defines and discusses the meaning of the new word with students.
2. The teacher and students think of a related key word. The word may rhyme or evoke specific visual imagery.
3. The teacher and students create a mental image or picture that makes a link between the keyword and the word's definition.
4. Students study the association until they can easily recall the meaning of the word.

## *Rapid Reference 5.7*

### Characteristics of Good Readers

1. Reads actively (thinks about what is being read).
2. Reads for a purpose (goal-oriented).
3. Previews text (structure, relevant sections).
4. Predicts while reading.
5. Reads selectively (focusing on what is important).
6. Constructs, revises, and questions meanings while reading.
7. Determines meaning of unfamiliar words and concepts.
8. Uses prior knowledge to help understand the text.
9. Monitors understanding.
10. Adjusts reading rate and approach based on genre.

## *Rapid Reference 5.10*

### Most Effective Teaching Methods and Instruction Components for Reading Comprehension

<u>Instruction Component</u>	<u>Activity or Technique</u>
Directed response/questioning	Teacher asks questions, encourages students to ask questions, teacher-student dialogue
Control difficulty of processing demands of task	Teacher provides assistance as needed, gives simplified demonstration, sequences steps from easy to difficult and presents in that order, allows student to control level of difficulty, keeps activities short
Elaboration	Activities provide students with additional information and explanation about skills/steps, use redundant text or repetition within text
Modeling of steps by teacher	Teacher demonstrates the steps students are to follow
Group instruction	Instruction or interaction between teacher and students occurs in small groups with 6 or fewer students
Strategy cues	Teacher reminds students to use strategies or steps, explains steps or procedures, uses a think-aloud model, identifies benefits of strategy use

## *Rapid Reference 5.11*

### Strategies for Reading a Text

Before Reading	Preview the text, make predictions, build necessary vocabulary and background knowledge, set purpose for reading
During Reading	Check understanding, monitor comprehension, integrate new concepts
After Reading	Summarize, evaluate ideas, apply knowledge

## *Rapid Reference 5.12*

### Comprehension Strategy: Making Predictions

1. **Teacher provides a clear description of the strategy and when and how to use it.**
  - a. Teacher explains that predicting is like making guesses.
  - b. Teacher explains that readers should make guesses about their reading.
  - c. Teacher tells students they should stop and make a prediction after reading a section (or after every page or two).
2. **Teacher models the strategy in action.**
  - a. Teacher thinks aloud about the process and the book, starting with the cover and the title.
  - b. Teacher describes cover art and thinks aloud about what it might mean and why.
  - c. Teacher reads the title and thinks aloud about what the story may be about and why.
  - d. Teacher indicates that reading will begin now.
3. **Collaborative use of the strategy.**
  - a. Teacher invites the students to make their own predictions by asking them to stop and think about what might happen next.
  - b. Teacher asks students to tell what they think and why.
4. **Guided practice using the strategy.**
  - a. Teacher reminds students that they will be making predictions about the story.
  - b. Teacher asks students to stop and make a prediction after every few pages.
  - c. Teacher asks students to share their predictions.
  - d. Teacher tells students to continue reading to see if their predictions were correct.
5. **Independent use of the strategy.**
  - a. Teacher reminds the students that they will be making predictions during silent reading.
  - b. Teacher reminds the students to make predictions every few pages.
  - c. Teacher tells students to ask themselves why they made each prediction.
  - d. Teacher tells students to check as they read to see if predictions were correct.

## *Rapid Reference 5.13*

### **Comprehension Strategy: Step-by-Step Summarization**

- Step 1:** Delete unnecessary material.
- Step 2:** Delete redundant material.
- Step 3:** Compose a word to replace a list of items.
- Step 4:** Compose a word to replace individual parts of an action.
- Step 5:** Select a topic sentence.
- Step 6:** Invent a topic sentence if one is not available.

## *Rapid Reference 5.14*

### **Questioning the Author**

#### **Examples of Initiating Questions**

- What is the author trying to say? What is the author's message?
- What do you think the author wants us to know from this?

#### **Examples of Follow-Up Questions**

- Does the author explain that clearly?
- That is what the author says, but what does the author mean?
- What did the author say to make (Name) think of that?

## *Rapid Reference 5.15*

### **Monitoring Comprehension Strategy: INSERT**

- ✓ Confirms what you already knew: "I knew that."
- Contradicts what you thought: "I thought differently."
- ? Confuses you: "I don't understand this."
- + Something new: "I didn't know that!"

## *Rapid Reference 5.16*

### **Implementing Collaborative Strategic Reading (CSR)**

#### **1. Teach the 4 strategies explicitly (teacher-led teaching).**

- a. Preview (brainstorm and predict).
- b. Click and clunk (self-monitoring strategy, use fix-up strategies).
- c. Get the gist (identify main ideas and restate in own words).
- d. Wrap up (generate questions and review).

#### **2. Cooperative learning group, or student pairing.**

- a. Set the stage (teacher assigns roles to students in each group).
  - i. Roles may include leader, clunk expert, gist expert, announcer.
  - ii. Roles should be rotated.
- b. Whole class instruction (teacher introduces topic, vocabulary, etc.).
- c. Cooperative group activity (each student has a role).
- d. Whole class wrap up (review reading, answer questions, share information).

#### **3. Possible fix-up strategies (can be placed on cue cards).**

- a. Reread the sentence without the word. Think about the information that is provided and how it might help you understand the meaning of the word.
- b. Reread the sentence with the clunk and the sentences before and after the clunk. Look for clues.
- c. Look for a prefix or suffix in the word.
- d. Break the word apart. Look for parts you know.