

Six Common Syllable Types

◇ Closed

◇ Open

◇ Silent-*e*

◇ Vowel Pairs

◇ *r*-Controlled

◇ Consonant-*le*

Morphemic Analysis Routine

- ◇ Find the root.
- ◇ Find the prefixes and suffixes.
- ◇ Think about what each part means.
 - » Use lists.
 - » Use other words that contain the part.
 - » Use context clues.
- ◇ Combine the meanings of the parts.
- ◇ Try the possible meaning in the sentence.
- ◇ Ask yourself, “Does it make sense?”

Adapted with permission from Archer, A. A., Gleason, M. M., & Vachon, V. (2005). *REWARDS PLUS reading strategies applied to social studies passages*. Longmont, CO: Sopris West.

Partner Reading: Error-correction Procedure

Partner:

Here are the words I underlined. Let's read them together.

Read the underlined words together.

Partner:

Would you like to review any other words?

If YES, review the words.

If NO, move on to the next step.

PARTNER READING adapted with permission from:

Bryant, D. P., Vaughn, S., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2000). Reading outcomes for students with and without reading disabilities in general education middle-school content area classes. *Learning Disability Quarterly*, 23(4), 238–252.

Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R. V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535–542.

Mathes, P. G., Fuchs, D., Fuchs, L. S., Henley, A. M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody classwide peer tutoring. *Learning Disability Research and Practice*, 9, 44–48.

Partner Reading Routine: Building Fluency

<p>Cold Read (use a blue ink pen)</p>	<ol style="list-style-type: none"> 1. Teacher models fluent reading of a passage. 2. All students follow along in a copy of the passage and underline words to review. 3. Teacher and students repeat any words the students underlined. 4. Teacher asks students the main idea of the passage.
<p>Warm Read (use a black ink pen)</p>	<ol style="list-style-type: none"> 1. Partner One reads while Partner Two: <ul style="list-style-type: none"> • Follows along • Underlines errors • Circles last word • Conducts error correction • Calculates WCPM 2. Partners switch duties.
<p>Hot Read (use a red ink pen)</p>	<ol style="list-style-type: none"> 1. Partner One reads while Partner Two: <ul style="list-style-type: none"> • Follows along • Underlines errors • Circles last word • Conducts error correction • Calculates WCPM 2. Partners switch duties. 3. Each partner graphs her/his own hot read WCPM on a fluency chart.

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Level 1: “Right There” Questions

◇ Questions can be answered in one word or one sentence

◇ Answers can be found word-for-word in the text

» Who?

» What?

» When?

» Where?

» Why?

» How?

Adapted with permission from Vaughn, S., Edmonds, M., Simmons, D. C., & Rupley, W. H. (2006). *Enhancing the quality of expository text instruction and comprehension through content and case-situated professional development*. Washington, DC: U.S. Department of Education, Institute of Educational Sciences.

Level 2: “Putting it Together” Questions

- ◇ Questions can be answered by looking in the text
- ◇ Answers require one or more sentences
- ◇ To answer the questions, you have to look in more than one place and put information together
 - » Who?
 - » What?
 - » When?
 - » Where?
 - » Why?
 - » How?

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Level 3: “Making Connections” Questions

- ◇ Questions cannot be answered by using text alone
- ◇ Answers require you to think about what you just read, what you already know, and how it fits together
 - » How is _____ like (similar to) _____?
 - » How is _____ different from _____?
 - » How is _____ related to _____?

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