### Ready Reference Form

<table>
<thead>
<tr>
<th>Goal: Accuracy</th>
<th>Strategy: Use Beginning and Ending Sounds</th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>When reading a word, using the sounds at the beginning of the word as well as at the end of the word.</td>
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<tr>
<td><strong>Why Children Need This Strategy</strong></td>
<td>Often children will look at the beginning letter or letters and guess a word that may fit in the sentence without looking at the rest of the word. They may not even know there is an end to a word.</td>
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| **Secret to Success** | Children must slow down enough to look at and pay attention to the end of the word. For beginning readers, they must know there is an end of the word.  

Cross checking the word they just read.  

Students must know letter sounds as well as the concept of beginning and end. It is helpful if they are also exposed to the Cross Checking strategy so they will be certain the word they are reading matches the letters. |
| **How We Teach It** | When we teach this strategy to beginning readers, we often use a shared text that might be a nursery rhyme, poem, or Big Book. We look at words within text and focus children’s attention on the beginning and ending sounds. To focus their attention, we may use colored highlighter tape or pieces of colored acetate sheets and have students lay the colors over the beginning and ending letter of the words they are decoding. Repeating this process with kids over and over will raise their level of awareness, and slow them down so they pay careful attention to the beginning and ending sounds.  

Once children slow down to focus in on beginning and ending sounds, we help them read the word correctly by coaching them to end their decoding with “Did that make sense?”  

Language prompts we might use:  
“Did you look at the whole word?”  
“Did what you just read make sense?”  
“Remember to cross-check the word and be certain it matches what you are saying.” |
| **Troubleshooting** | If children struggle with this strategy, continuing to look at the beginning and middle of a word and then guessing, we have them mark the page with a sticky note and write the word out, or have them write the word on a whiteboard. Slowing down to write the word can help focus their attention on the end sound.  

See page 116 for an extended lesson. |