

Fluent and Flexible From the Start

Roaming in the Known

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Fluent

- Fast, automatic responding
- Requires fast accurate perception
- First get them to pay attention
- As soon as the detail is easily recognized, the teacher should lead the learner back to fast processing

LL1

Flexibility

- Using the same knowledge in different ways
- Recognizing the things you know in different settings

How is flexibility achieved?

- Using in both reading and writing to create bridges
- Arrange for the child to find what he/she already knows in different settings and context

Roaming Around the Known

“For the first two weeks of the **lesson** series stay with what the child already knows how to do. Do not deliberately teach him any new items or processes (although he will probably learn quite a lot from your task sharing over these first ten sessions).

LLDI 1, pg. 32

Aim of RAK

- Develop rapport
- Build confidence
- Become fluent and flexible with what is known

Roaming Around the Known

- Benefits
- Expectations
- Teacher make careful choices of text
- Provides opportunities to extend text levels

What to Notice

- Attempts
- Self-Corrections
- Times they cross-checked

The significant question at any stage of progress is **not** how much he knows, but rather; what operations does he carry out and what has he neglected.

Prediction of Progress for RAK

By the end of roaming...

- Be sure the foundation is firm and the child confident. Both the child and the teacher should be straining at the leash.....LL1, pg. 34