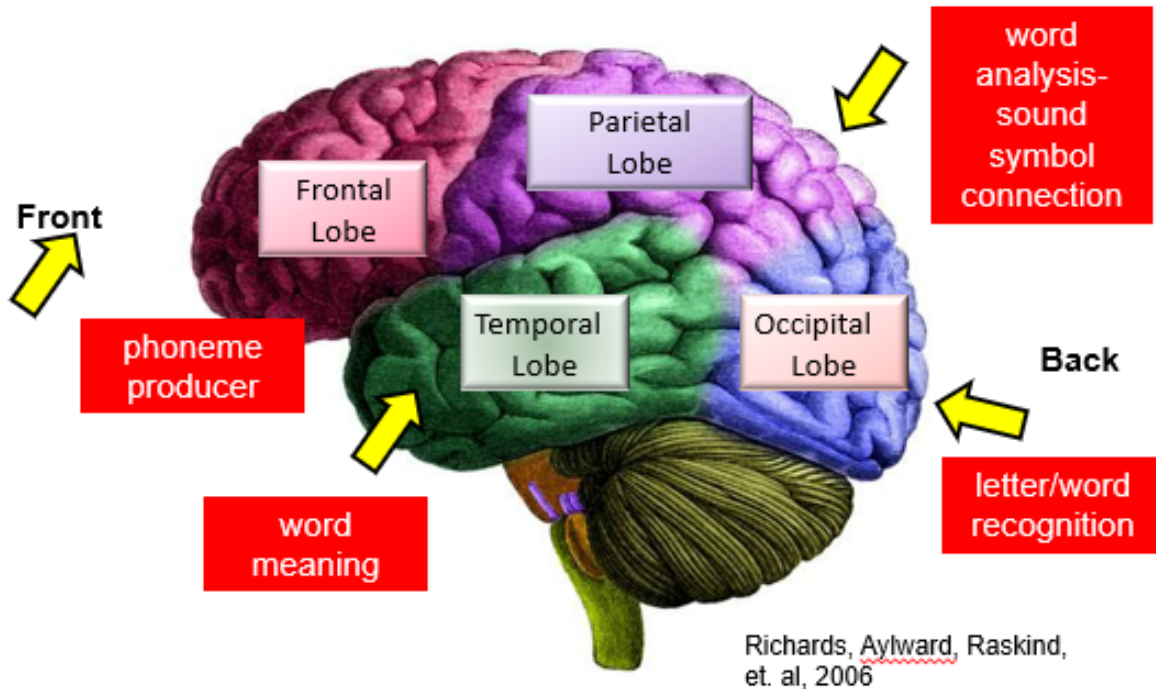


Skilled Reading: How the Brain Works

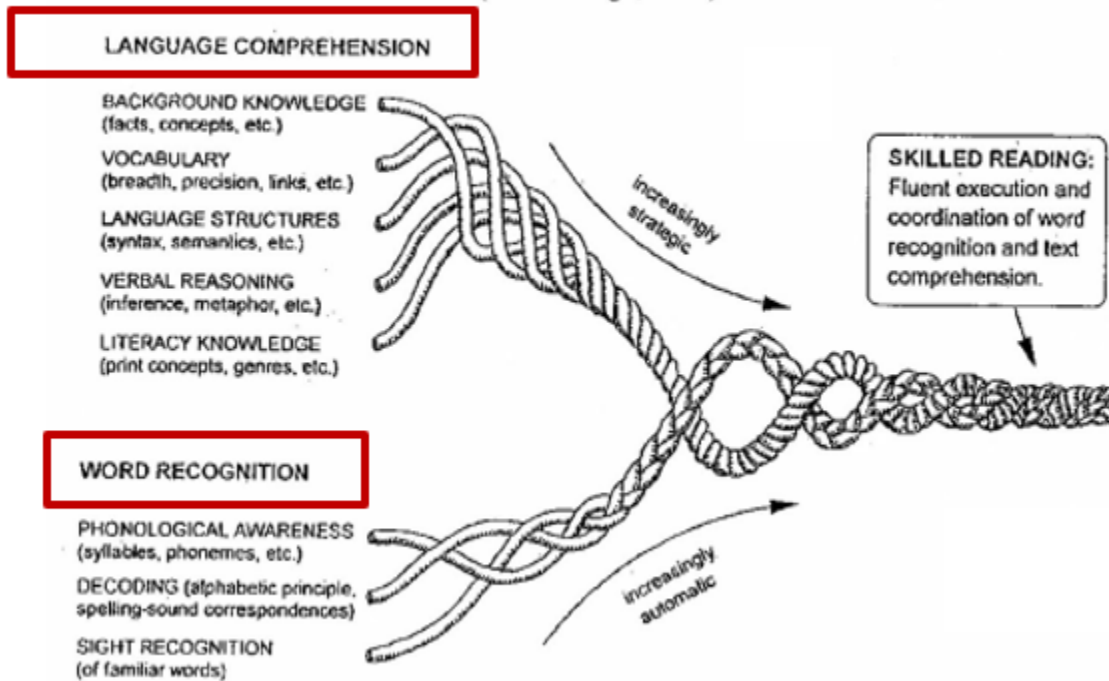


Simple View of Reading

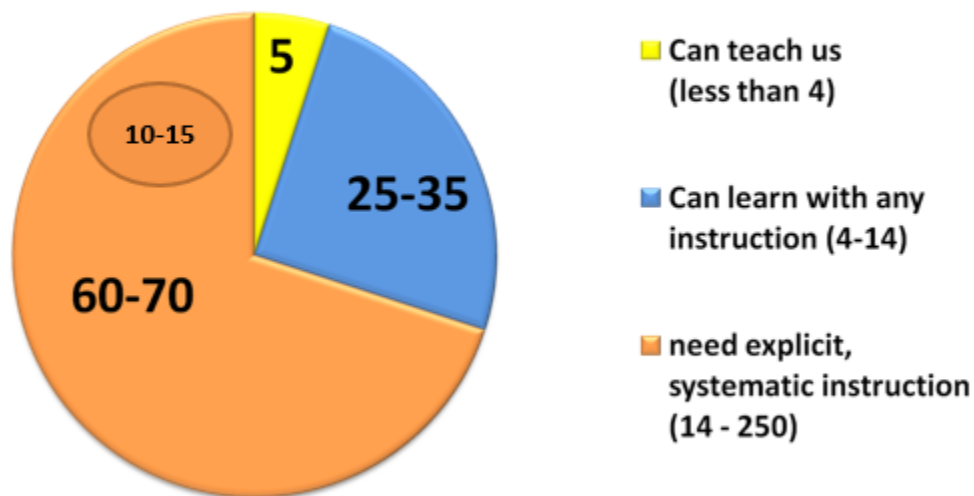
Gough and Turner, 1986



The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Focus on instruction



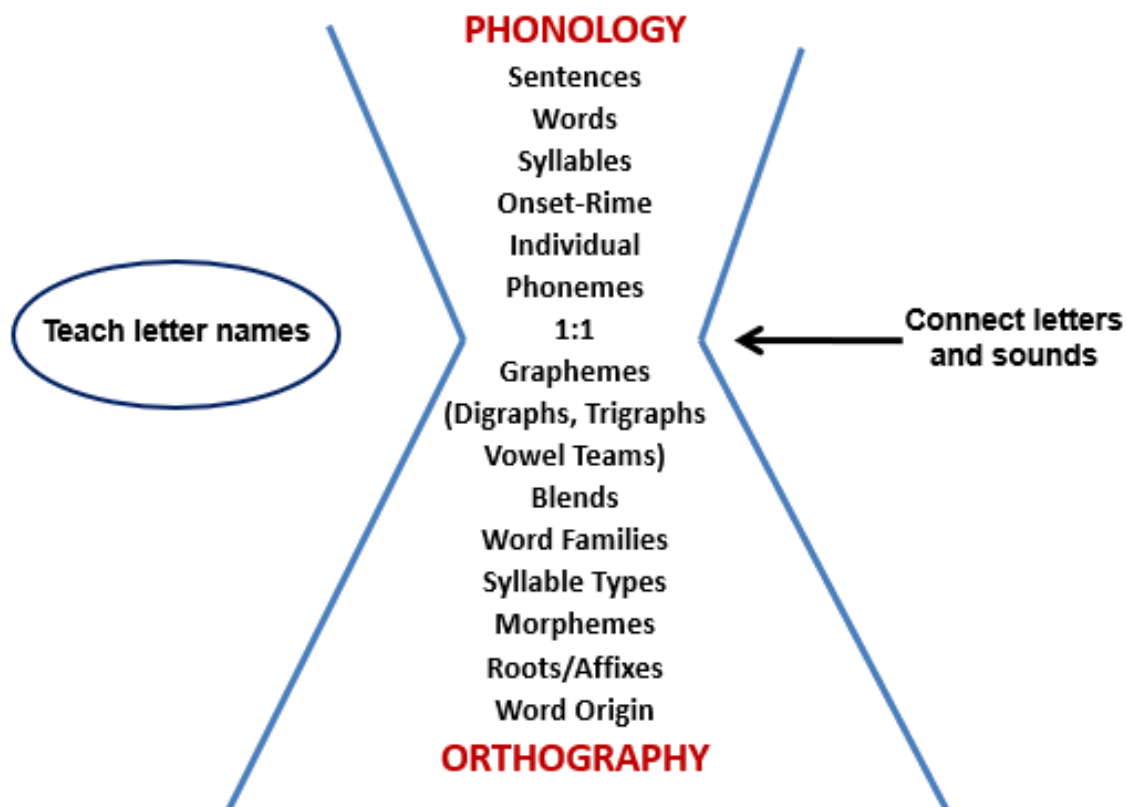
Tina Pelletier, 2010
Arizona State Literacy Committee meeting

Features of Effective Reading Instruction

Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback

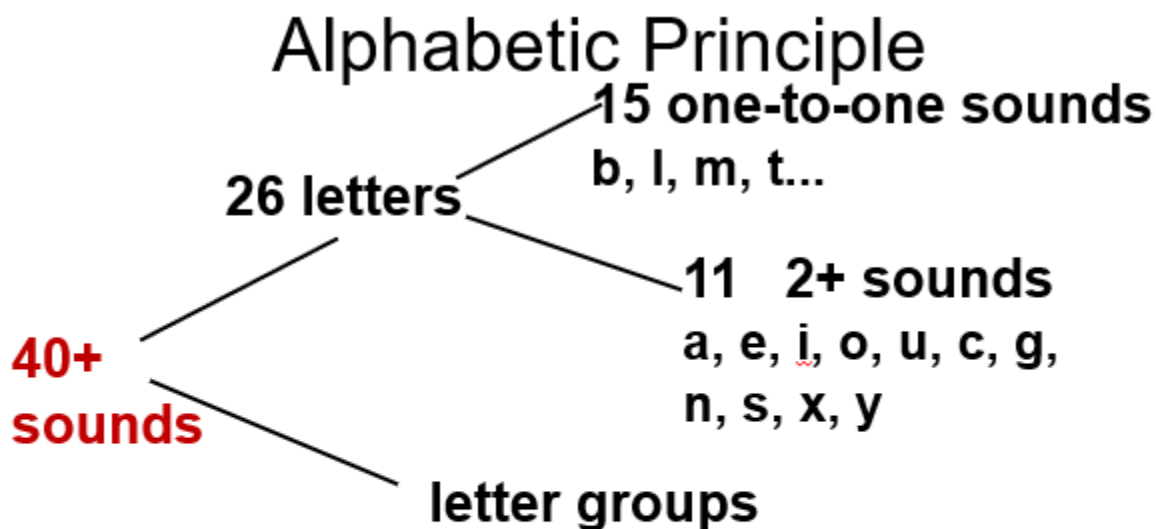
Vaughn Gross Center for Reading and Language Arts, 2007

Alphabetic Principle



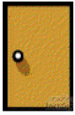





Phonological Awareness Continuum

Type	Description	Examples
PHONEMES	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ <u>/sh/</u> /i/ /p/ <u>/s/</u> /t/ /o/ /p/
ONSETS AND RIMES	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ <u>/sh/</u> /ake/
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	<u>/mag/</u> /net/ <u>/pa/</u> /per/
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
RHYME	Matching the ending sounds of words	cat, hat, bat, sat



blends	digraphs	trigraphs
cl <u>spr</u> <u>thr</u>	<u>ch</u> <u>th</u> <u>sh</u>	<u>tch</u>

6 Syllable Types

1	closed 	short sound cvc vc/cv	Vowel closed-in cat nap/kin rab/bit
2	open 	long sound v/c	Vowel open ti/ger fo/cus
3	r-controlled 	bossy R 1 vowel followed by a R. The vowel and R appear in the same syllable.	air tur/nip car/rot
4	vowel team 	ai, ay, ee, ea, oa, oo, oi, ow, oy, ou, ie, ei igh, ow, ue	They appear in the same syllable bea/ten goo/gle boy/ish
5	vowel silent e 	long sound vce	cake flute
6	consonant - le 	le appears at the end with a consonant	bub/ble cir/cle cas/tle

© 2012 by Stacy Pearson 6 Syllable Types - Teacher's Take-Out at www.teacherstakeout.blogspot.com

Tiger Rule



ti/ger v/cv

When one consonant comes between two vowels, divide after the vowel. Try it long!

w/nit

tu/lip

mu/sic

bo/nus

Word Study: Phoneme Grapheme Mapping

d	o	<u>dge</u>				
t	r	a	<u>ck</u>			

Adapted from *Phonics and Spelling Through Phoneme-Grapheme Mapping*

What Every Educator Needs to Know About Reading and Spelling

Common Prefixes

Prefix	Definition	Example
anti-	against	anticlimax
de-	opposite	devalue
dis-	not; opposite of	discover
en-, em-	cause to	enact, empower
fore-	before; front of	foreshadow, forearm
In-, im-	in	income, impulse
in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent
inter-	between; among	interrupt
mid-	middle	midfield
mis-	wrongly	misspell
non-	not	nonviolent
over-	over; too much	overeat
pre-	before	preview
re-	again	rewrite
semi-	half; partly; not fully	semifinal
sub-	Under	subway
super-	above; beyond	superhuman
trans-	across	transmit
un-	not; opposite of	unusual
under-	under; too little	underestimate

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What Every Educator Needs to Know About Reading and Spelling

Common Suffixes

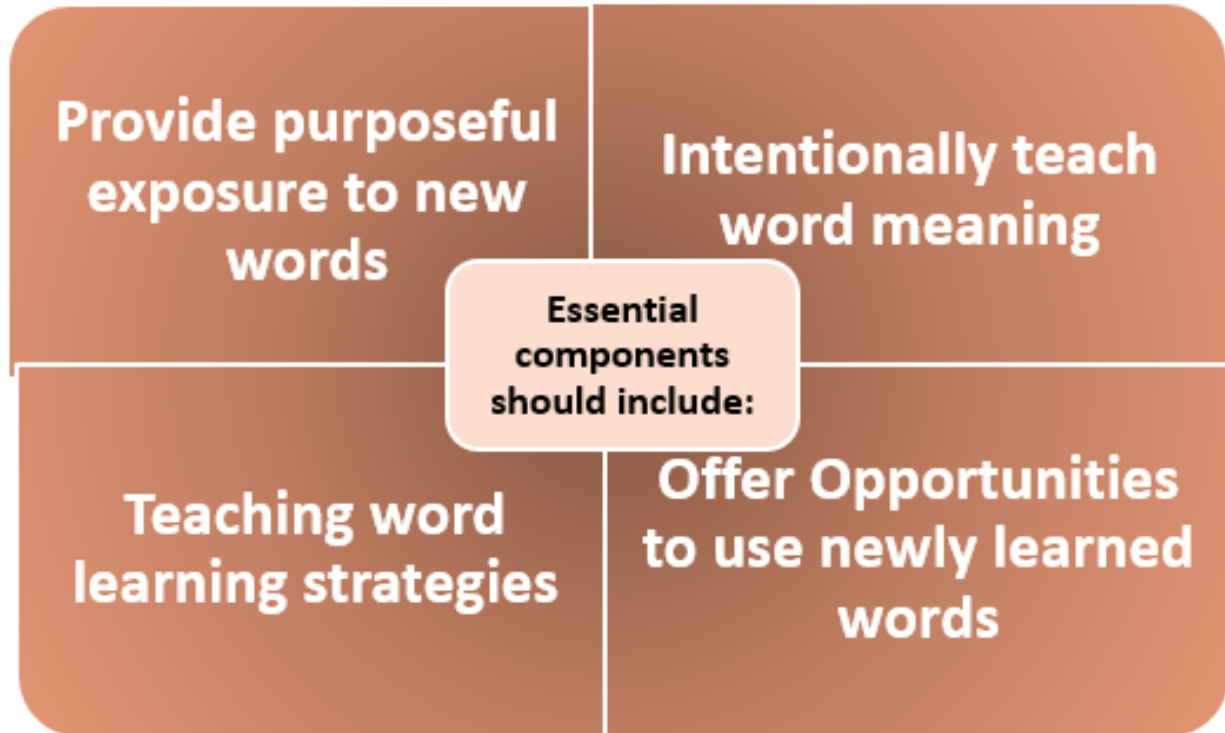
Suffix	Definition	Example
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial
-ed	past tense verbs; adjectives	the dog walked, the walked dog
-en	made of	golden
-er, -or	one who; person connected with	teacher, professor
-er	more	taller
-est	the most	tallest
-ful	full of	helpful
-ic	having characteristics of	poetic
-ing	verb forms; present participles	sleeping
-ion, -tion, -ation, -ition	act; process	submission, motion, Relation, edition
-ity, -ty	state of	activity, society
-ive, -ative, -itive	adjective form of noun	active, comparative, sensitive
-less	without	hopeless
-ly	how something is	lovely
-ment	state of being; act of	contentment
-ness	state of; condition of	openness
-ous, -eous, -ious	having qualities of	riotous, courageous, gracious
-s, -es	more than one	trains, trenches
-y	characterized by	gloomy

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The Four Ply Vocabulary Plan

Michael Graves:



Organizational Patterns

(Marzano et al., 1997)

These apply to the **literary** reading and writing processes.

- 1. Compare and contrast**
(characters, setting or plot)
- 2. Descriptive patterns**
(characters, setting or event)
- 3. Cause-Effect**
(conflict -resolution, problem-solution)
- 4. Time Sequence pattern**
(events, actions, beginning - first, middle - then, end – finally)

Read-Aloud Teacher Routine

1. Students listen to the text as it is read by the teacher.
2. As the teacher reads the story, he or she draws or displays simple pictures or graphics that represent important points of the text.
3. Students take turns retelling the parts of the text using the pictures or graphics as prompts.
4. Students write a simple story summary.



Story Summary Template

This story is about Who?.

It takes place When? and Where?.

 What? because Why?.